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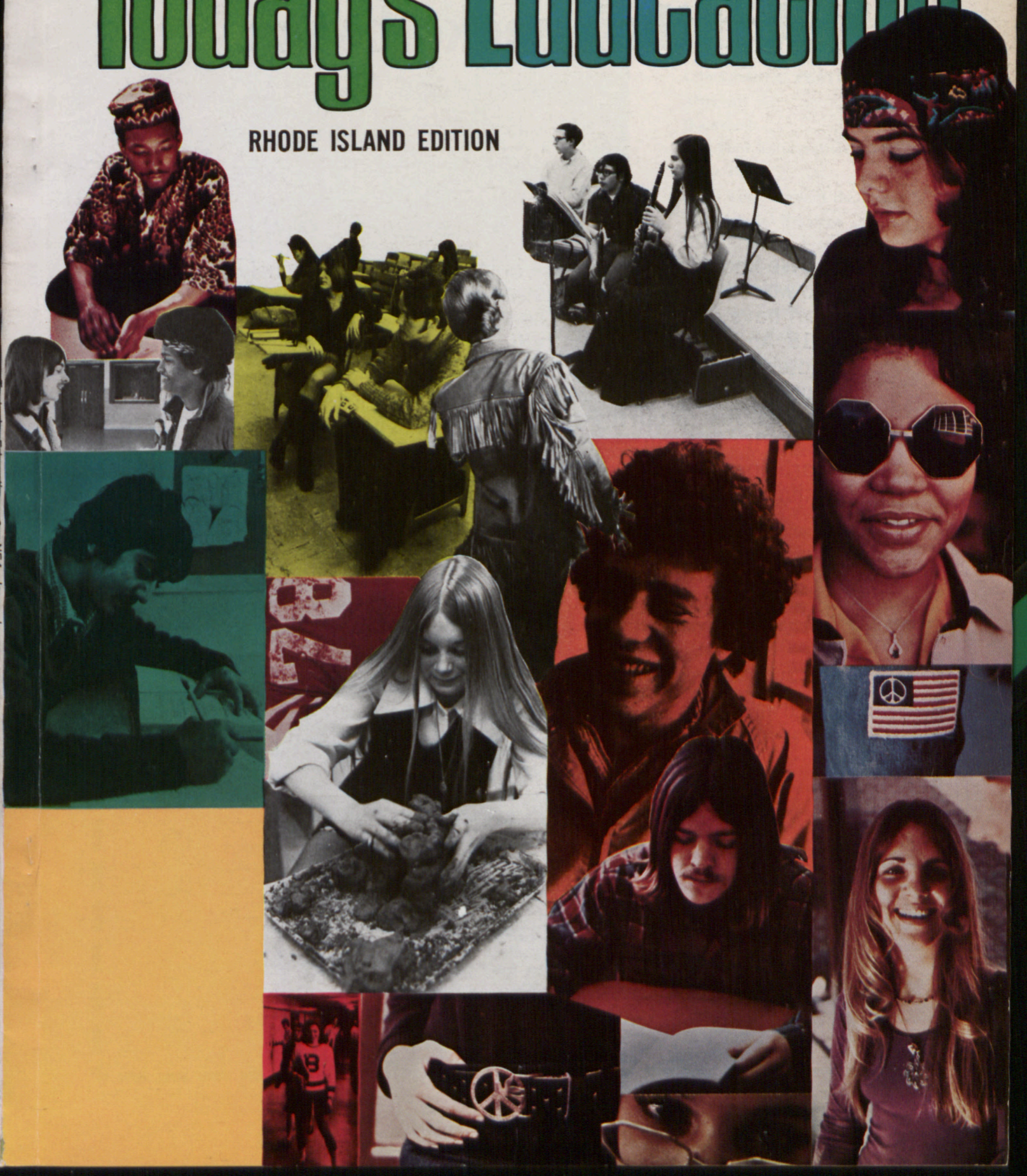
Today's Education

RHODE ISLAND EDITION



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THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Volume 60, Number 5, May 1971

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This Month's Cover

Their variety is infinite. These students are from two Montgomery County, Maryland, schools—Montgomery Blair High School and Herbert Hoover Junior High School—but they typify those to be found today all across the nation.

RHODE ISLAND EDITION

For the second year as a unification bonus, members of Rhode Island's unified local, state, and national education associations will receive each month during the school year copies of a special Rhode Island edition of TODAY'S EDUCATION. This edition, produced in cooperation with the Rhode Island Education Association staff, replaces the *RIEA Journal*, formerly sent to state association members. (See pages 65-68.)

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Downhill Trend in School Support Called Alarming by NEA President

A. C. Flora Dies at 85

Committee Calls for Halt To Shortchanging of Urban Schools

Bureau of the Census Reports Drop in U.S. Illiteracy Rate

Prekindergarten Enrollment Rate Nearly Doubles in Five Years

11 Percent Name Education As a Top National Problem

NEA Board Urges Changes in Pledge of Allegiance to Flag

NEWS AND TRENDS

Downhill Trend in School Support Called Alarming by NEA President

NEA President Helen Bain warned this spring that the downhill trend in financial support of the nation's public schools is alarming. "The federal government is providing a pittance," Mrs. Bain said, noting that the federal share of 1970-71 school costs will drop to its lowest percentage level in six years.

Further, she said, state and local support of the schools has reached the crisis stage, with bond issues being rejected more often than ever and some districts being forced to shorten their school years.

A. C. Flora Dies at 85

A. C. Flora, South Carolina educator who served the National Education Association in high posts for more than 30 years, died March 26 at age 85. He was NEA president in 1942-43, NEA director from 1931 to 1942, and chairman of the NEA Board of Trustees from 1948 to 1961.

Committee Calls for Halt To Shortchanging of Urban Schools

A nonpartisan group of businessmen and educators has called for changes in priorities and financing to give more attention to the disadvantaged children in America's cities. The Research and Policy Committee of the Committee for Economic Development urged states to assume greater responsibility for the financing of public schools by adopting equalization measures to assure that financial resources for education are distributed according to need.

The Committee also called for a massive nationwide effort to establish both public and private preschool education programs, urged effective decentralization of large urban school systems, asked for strong community participation in determining school policies and programs, and proposed the establishment of new teacher education programs to meet the special needs of urban education. The Committee also suggested that extra incentives be given teachers who select careers in urban schools, that instructional technology be applied to the problems of urban classrooms, and that emphasis be placed on functional education to provide children and youth with a meaningful comprehension of the world of work.

Finally, the Committee identified racial discrimination as the nation's "most important single school problem." It called for focusing top priority on school integration, with financial incentives for districts that make clear progress toward desegregation.

Bureau of the Census Reports Drop in U. S. Illiteracy Rate

Illiteracy in the United States has dropped to 1 percent of the adult population, according to the Bureau of the Census. Some 1.4 million Americans over 14 are illiterate, compared with 2.6 million 10 years ago, the Bureau said. A century ago, 20 percent of Americans 10 years old and older were illiterate.

Prekindergarten Enrollment Rate Nearly Doubles in Five Years

The school enrollment rate for three- and four-year-olds has nearly doubled in the past five years, according to the U.S. Bureau of the Census. In 1965, 886,000 prekindergarten children were enrolled, 11 percent of the age group. In 1970, 1.5 million, or 21 percent, were enrolled.

During the same period, kindergarten enrollment increased only 4.2 percent. Enrollment in public kindergartens increased by 9 percent, but enrollment in private kindergartens dropped by 13 percent.

11 Percent Name Education As a Top National Problem

Education was recently named by 11 percent of Americans as one of the top two or three problems they would like Congress to do something about. Many other problems —the economy (named by 63 percent), pollution (41 percent), the Vietnam War (31 percent), taxes and spending (31 percent), crime (28 percent), drugs (18 percent), and student unrest (15 percent)— worried Americans more, according to a Harris Survey published early this year.

NEA Board Urges Changes in Pledge of Allegiance to Flag

The NEA Board of Directors this spring called on the Association to "work with others to seek changes" in the Pledge of Allegiance to the flag. The Board said it recognized that the current Pledge is inadequate and that the changes should reflect "the NEA's concern that it states a commitment to achieve liberty and justice for all."

The Board's action came in response to criticism of the Pledge by some citizens, including young peo-

"Sesame Street" Creator Urges Ban on Commercials on Children's TV

Carnegie Study Urges Bill of Rights for Entire Campus Community

More Women Earning Doctorates, Federal Survey Reveals

Merit Scholarship Applicants Will Have One Less Test Next Year

School District Awards Grants for "New Notions for Excellence"

NEA Reporter Gives Association News

ple, who feel the present wording implies that the nation has *already* put its ideals into practice. Such critics would change the wording to indicate that the principles expressed in the Pledge are goals to which the nation is committed but which are as yet imperfectly achieved.

"Sesame Street" Creator Urges Ban on Commercials on Children's TV

The creator of *Sesame Street* has called for an end to all commercials on children's television programs. Joan Ganz Cooney, president of the Children's Television Workshop, also urged that the quality of TV programming for children be greatly improved.

Mrs. Cooney said that TV should be embraced as an educational ally, with greater use of TV cassettes in the classroom and with at least a few channels of cable TV set aside for children's programming.

As of January, *Sesame Street's* viewing audience surpassed 8 million. The number of viewers increased 30 percent from January 1970 to January 1971 and 50 additional stations were added to those carrying the show.

Carnegie Study Urges Bill of Rights for Entire Campus Community

American colleges and universities should adopt bills of rights and responsibilities that apply equally to students, faculty, administrators, and trustees. This recommendation was made recently by the Carnegie Commission on Higher Education.

"We believe the time is appropriate for certain rights and responsibilities to be applied equally to all members of a campus," the Commission said in a report this spring on dissent and disruption. The Commission distinguished carefully between dissent, which it said lies at the foundation of a university, and disruption, which it said is not protected by the First Amendment and which interferes with the rights of others.

More Women Earning Doctorates, Federal Survey Reveals

Women earned 13.1 percent of the nonmedical doctoral degrees awarded by American universities in 1968-69, the latest year for which figures are available, the U.S. Office of Education reports. Women earned 3,436 such degrees in that year, an increase of 233.3 percent over the 1,028 awarded to women in 1959-60.

The total of all doctoral degrees awarded in the United States rose from 9,829 in 1959-60 to 26,189 in 1968-69, an increase of 166.5 percent.

Women earned most of their doctoral degrees in 1968-69 in education—a total of 970. Other major fields were biological sciences, 469; social sciences, 401; psychology, 356; and English and journalism, 354. In a number of fields—including forestry, law, geophysics, metallurgy, and meteorology—no women earned doctoral degrees in 1968-69.

Merit Scholarship Applicants Will Have One Less Test Next Year

College-bound students who wish to qualify for National Merit Scholarships will be judged starting next fall on a new multipurpose instrument called the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). The new test will follow the format of the present PSAT.

Because such students would probably take the PSAT in connection with their college applications anyway, the move means that some 750,000 high school boys and girls will have one less test to take.

School District Awards Grants for "New Notions for Excellence"

The Oakland, California, school district has made cash grants for new programs suggested by students and teachers. Superintendent Marcus A. Foster last fall announced a $100,000 "New Notions for Excellence" fund for improving schools and their programs. He said the money would be used for grants to support "those proposals likeliest to contribute in fresh and imaginative ways to the enhancement of learning in the Oakland public schools."

This year the fund provided a total of $60,000 for school-wide grants, $30,000 for teacher grants and $10,000 for programs designed, organized, and carried out by students. Over 260 proposals were received and the district has so far funded 115 of them.

Individual grants for student and teacher proposals generally ranged from $100 to $500; for schoolwide proposals, from $1,000 to $5,000. The committee which awarded the grants included representatives from all segments of the Oakland schools community: students, teachers, principals, parents, and classified employees.

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TEACHER OPINION POLL

Liberalizing Abortion Laws

□ In spring 1970, nearly 6 in 10 public school teachers indicated a favorable attitude toward liberalization of the abortion laws existing in their states at that time. Three in 10 *strongly* favored liberalizing such laws.

In this Teacher Opinion Poll, the NEA Research Division asked a nationwide sample of public school classroom teachers the following question:

Do you favor or oppose the liberalization of the present laws in your state concerning abortion?

Responses showed a higher percentage of men (62 percent) than of women (55 percent) in favor, a similar proportion of men (31 percent) and of women (33 percent) opposed, and a higher percentage of women (12 percent) than of men (7 percent) undecided.

	Total	Men	Women
Strongly favor	29.7%	32.4%	28.3%
Tend to favor	27.9	29.4	27.1
Tend to oppose	17.2	17.7	17.0
Strongly oppose	14.8	13.1	15.7
Undecided	10.4	7.4	12.0

Fewer teachers in the Southeast than in other regions of the country favored liberalization of abortion laws. The highest percentage of teachers *strongly* in favor of liberalized abortion laws (37 percent) was found in the Northeast.

	North-east	South-east	Middle	West
Strongly favor	36.9%	22.4%	28.6%	29.8%
Tend to favor	29.8	24.4	28.4	28.1
Tend to oppose	13.2	17.4	20.9	16.3
Strongly oppose	12.7	20.4	12.9	14.5
Undecided	7.4	15.1	9.2	11.2

Similarly, a smaller percentage of teachers in rural communities (47 percent) than of urban teachers (59 percent) or suburban teachers (63 percent) either strongly favored or tended to favor liberalizing abortion laws.

Since this survey was conducted, a few states have adopted new legislation concerning abortion. The findings reported here relate to teachers' opinions about abortion laws before these recent changes took place. They indicate a generally sympathetic attitude among teachers toward the more liberal trend represented by the new abortion laws in some states.

—NEA Research Division.

"If you'd see the scrap paper that I throw away, you'd realize the pollution those math problems you give us are causing!"

ZIP CODE 20036

This feature is an open forum for Today's Education *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including ZIP Code.)*

Testing, Marking, and Grading

The article "I Oppose Testing, Marking, and Grading" (March) should be mandatory reading for parents, boards of education, curriculum and policy developers, administrators, counselors, and teachers. John Holt's common sense and honesty about student failures enable us to look more objectively at the dangers of any grading (labeling) system.

As a 20-year teacher who only recently changed her attitude about grades and consequently about what teaching success consists of, I feel that grading, along with the attitude of the teacher, can be extremely detrimental to a child's attitude about learning.

—Mary Walthall, *teacher of English, Rockville (Maryland) High School.*

John Holt's article may be a bit radical, but I wholeheartedly agree with it. During six years of teaching English in grades 8 through 12, I have yet to fail anyone.

Occasionally I'm asked to justify my philosophy, and each year I find this easier to do. Whenever I consider failing anyone I ask myself, "Will I help this student if I fail him?" The answer always comes up negative.

From a financial standpoint, a lot of failures are economically unsound. One hundred failures could require three additional rooms next year to take care of the overflow. A little more effort and consideration would have sent the failures along a step nearer to self-supporting status.

I haven't touched on some of the more obvious inequities in grading—differences in teachers, schools, and content. Certainly we should be able to see that the grading system is something that needs to be changed or eliminated.

—John W. Slayton, Sr., *teacher of English, Jefferson High School, Roanoke, Virginia.*

College Teaching Effectiveness

The article "College Teaching Effectiveness" (March) seems to contradict common sense as well as the data accumulated by the executive committee of our History Department.

Illinois State University maintains a strong tradition in teacher training. Every department has an elected faculty committee to evaluate its staff and to examine student evaluations of teachers. I believe there is a high correlation between those whom students regard as the best teachers and those a department ranks as its best scholars. Almost all members of the faculty who publish consistently receive high evaluations from their classes.

The authors did not make it clear whether student evaluations related to teachers with courses in the academic disciplines. Grasp of subject has a bearing on teaching, and those who publish in their fields usually have the best understanding of their respective subjects.

We have found that the professor who says he'd rather teach than do research (of sufficient quality to be published) usually uses this as an excuse. He then uses the knowledge ferreted out by others, but without the insight gained by such research. Consequently, he does not make the best teacher. I would challenge the validity of this survey in terms of contradictory findings from our own experience.

—Edward L. Schapsmeier, *professor of history, Illinois State University, Normal.*

◆ *Ernest McDaniel and John Feldhusen, professors of education at Purdue University, and coauthors of the article, reply: "It does seem eminently sensible that the publishing scholar should be the best teacher, but our data simply do not support this view. Since publication of the article, we have replicated our first study with nearly twice the number of professors (146) originally included. Regarding the subject matter competencies of the second group, the distribution is: engineering, 38 professors; humanities, social science, and education, 35; science, 22; industrial management, 15; aagriculture, 14; technology, 12; home economics, 6; and veterinary medicine, 4. These professors have been at Purdue on the average of 10 years, have averaged 4 books and 8 articles, and have presented 5 papers at professional meetings. The correlation between scholarly productions and teaching effectiveness as measured in our study is, again, essentially zero."*

Too Much Education?

For some time I've been looking for an article which makes the point expressed in "We're Trapped by Degrees" (March). During the spring and summer of 1970, I discovered that my experience and education were the only obstacles to my finding a job. I was 34, had taught for 10 years, and had my master's degree plus an additional 44 graduate credits.

Experience and education placed me too high on salary schedules, I soon discovered. An official in a northwestern Pennsylvania district employing around 550 teachers said he'd been instructed to "take it easy on the high-priced stuff." Another said he'd like to have me on the faculty but that I was "too high on the salary schedule" and that the board wouldn't "go" for hiring me when they could get teachers right out of college for much less.

One would think competition for jobs

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would be determined by credentials, but this is not the case in far too many areas. Price tag competition will contribute little toward quality education.

—*Name withheld on request.*

I am certain that many school districts throughout the country prefer hiring new, inexperienced teachers to the experienced and better educated individuals simply as a cost-saving device. Those people who would like to do away with tenure should ponder this article and help the teaching profession strengthen tenure laws.

—Joseph Elinoff, *South Alameda Elementary School, Denver.*

I'm 24 and am scheduled to get my master's degree in June from Wayne State University. My husband and I would like to settle in the Southwest, but when I had an interview with a personnel director in that area, he took one look at my educational record and said, "I'm sorry, but I'm afraid our school district can't afford to hire you no matter how good your recommendations are."

The author and I aren't the only ones trapped by degrees. Many persons who couldn't find teaching positions this year are showing up in classes I'm attending at the university. They are going back to school until a job opening comes along —only to find they are then "too expensive" to hire.

—Linda L. Sowry, *sixth grade teacher, Dr. Jonas E. Salk Elementary School, Fraser, Michigan.*

Dear teacher who wrote the article about being trapped by degrees: You're not really trapped! You can always accept a job offer at a B.A. salary. What do you want to do, spend the rest of your life starving to death while holding your M.A. to your bosom?

The law of supply and demand still operates, however constrained. Any teacher can take any job offer that is made to him. The question really is this, "Do you want to teach or are you holding out for your prerogatives?"

—La Vonne Kilgore, *Houston Elementary School, Acampo, California.*

Hats Off to the Journal!

As a new member of the NEA, I'd like to express my congratulations to this organization for producing a fine magazine, TODAY'S EDUCATION. I must commend you and your staff for a very informative and thought-provoking publication. I found the March issue particularly appealing.

Since I plan to teach foreign languages, I especially enjoyed the article, "Let's Make Foreign Language Study More Relevant," by Mary Jackson. I think she made convincing arguments on the values of learning languages today.

John Holt's article was also pertinent to me as a future teacher. I found his views on testing and grading intelligent and interesting.

—Diane Allen, *senior; University of Texas, Austin.*

Schizophrenia

I can only say "Bravo!" to Dr. Loren Mosher's article "Schizophrenia" (March). In limited space and well-chosen words, Dr. Mosher delineates a serious problem. Parents, educators, and the entire public must be made aware of schizophrenia and the threat it poses to young minds and bodies.

I was diagnosed as schizophrenic at the age of 13 and hospitalized for treatment. Fortunately, I have concerned parents who came to my aid, and my education was never seriously disrupted. We are still seeking answers to the causes of schizophrenia, and like Dr. Mosher I would encourage all Americans to support mental health research, whether it be in the field of medicine, biology, psychology, or anthropology.

—*A college senior; name withheld on request.*

Institute of Pathology

Students visiting the nation's capital this summer may wish to visit the Medical Museum of the Armed Forces Institute of Pathology which will open later this month in its new location at the Walter Reed Army Medical Center. For tour information, write: The Curator, AFIP Medical Museum, Washington, DC 20305.

—Charles M. Phill, *public information activities officer, Armed Forces Institute of Pathology, Washington, DC*

Accountability and Reverend Dogood

John Motzkus' article "Accountability and the Reverend Dogood" (March) is one of the funniest statements I've read in educational literature. And it also makes a real point.

Many teachers have been "sucked in" by accountability. This fact is the result of a certain idealism in the profession which causes teachers to see whatever good there may be in any program. Okay. But while these "idealists" are attempting to make something good and desirable of it, they should never forget that accountability was introduced by those who want to cut back and ultimately to eliminate educational progress at the federal level.

—William H. Fisher, *professor of education, University of Montana, Missoula.*

◆ *We have received a number of letters in response to the article "Youth's Heroes Have No Haloes" (February), including provocative comments from high school students. Several of these letters will appear in the September 1971 issue of* TODAY'S EDUCATION. *Additional comments are invited.*

ILLUSTRATION CREDITS

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RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

This month's summaries are based on reports contained in Higher Education and National Affairs *and* Education U.S.A.

Are college students and faculties generally satisfied with the educational experiences available on their campuses?

Despite frequent displays of student unrest, a Carnegie Commission of Higher Education survey conducted with the aid of the USOE and the American Council on Education showed that students and faculty are generally satisfied and that they are opposed to violence and disruptive demonstrations.

However, 91 percent of the students and 71 percent of the faculty said they believe undergraduate education could be improved if course work were more relevant to contemporary life and problems. Majorities of students and faculty members also agreed that higher education would be improved if students were required to spend a year in community service in this country or abroad and if more attention were paid to the emotional growth of students.

Does differentiated staffing afford a better education for most students?

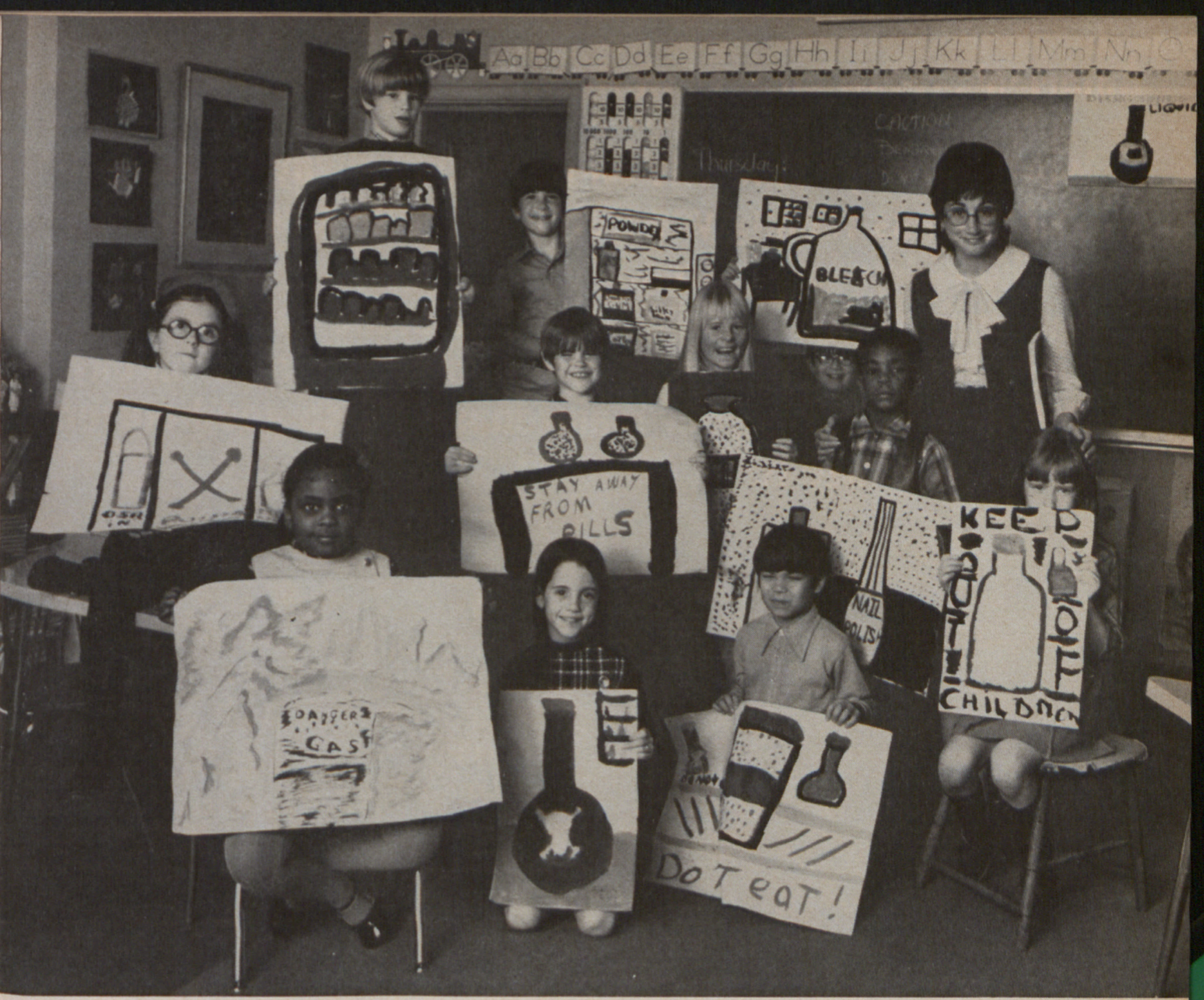
Apparently so, according to a Ford Foundation-sponsored study of the Temple City, California, Unified School District's pioneering program in differentiated staffing. Furthermore, it apparently provides a better professional climate for the staff.

Ninety-three percent of the students polled about the program felt they were receiving a better education; 83 percent of the staff said the program provides a more effective way of improving education. Fifty percent of the parents polled said they approve of differentiated staffing.

M. John Rand, Temple City superintendent, reported that teachers "respond and blossom" under differentiated staffing. He said the Temple City plan is based on a humanistic approach in which authority and decision making are shared. Flexible scheduling provides time during the day for teachers to plan as teams, advise students, do tutorial work, prepare instructional plans, perform differentiated leadership roles, and use a variety of instructional modes.

Superintendent Rand added that an evaluation of the program by the California State Department of Education's Division of Finance revealed;

Differentiated staffing costs no more than the traditional system, flexible scheduling of pupils and supporting services will cost more depending on the quality of the services, and capital outlays for construction cost little more for the innovative program.



There's an art to teaching children about drugs.

And the place to start is in the kindergarten. If you'd like help in planning a comprehensive teaching program, send for a copy of the new illustrated Curriculum Guide, "Teaching About Drugs, K-12" developed by the American School Health Association and the Pharmaceutical Manufacturers Association. This guide has been selectively tested in Massachusetts, Ohio, Indiana, California and Washington, and is currently being used in major school systems across the country.

For lower grade levels, the curriculum stresses proper attitudes toward health and factors in the environment, including medicines. For the middle grades, the subjects covered include illicit drugs and many household products with a potential for abuse, along with insights on solving problems, making decisions and handling social situations. Upper grades stress individual responsibility and personality development.

This comprehensive 200 page Curriculum Guide includes source papers by widely known authorities and 24 illustrations, many in full color.

American School Health Association
P.O. Box 416 • Kent, Ohio 44240

Please send me ( ) copies of "Teaching About Drugs" at $4.00 per copy.

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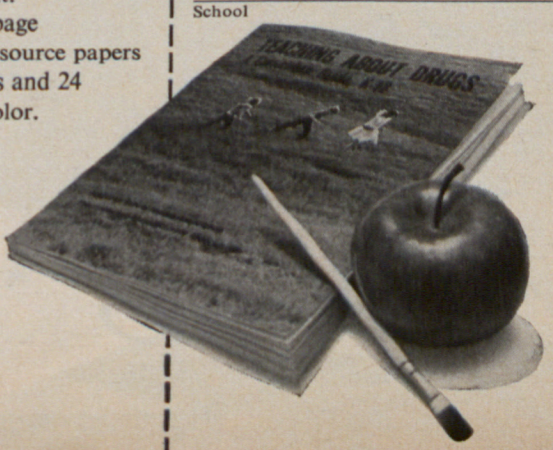

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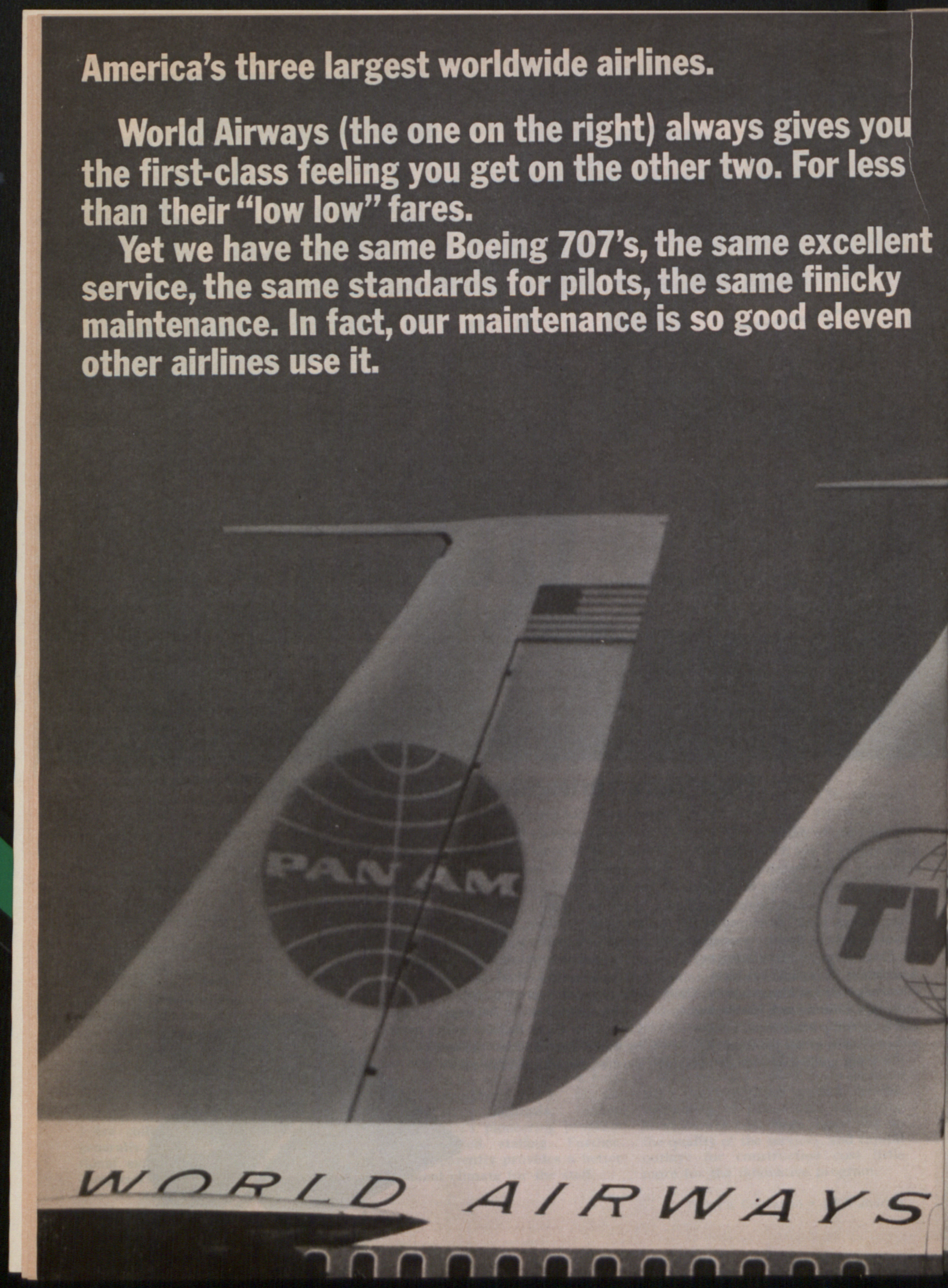

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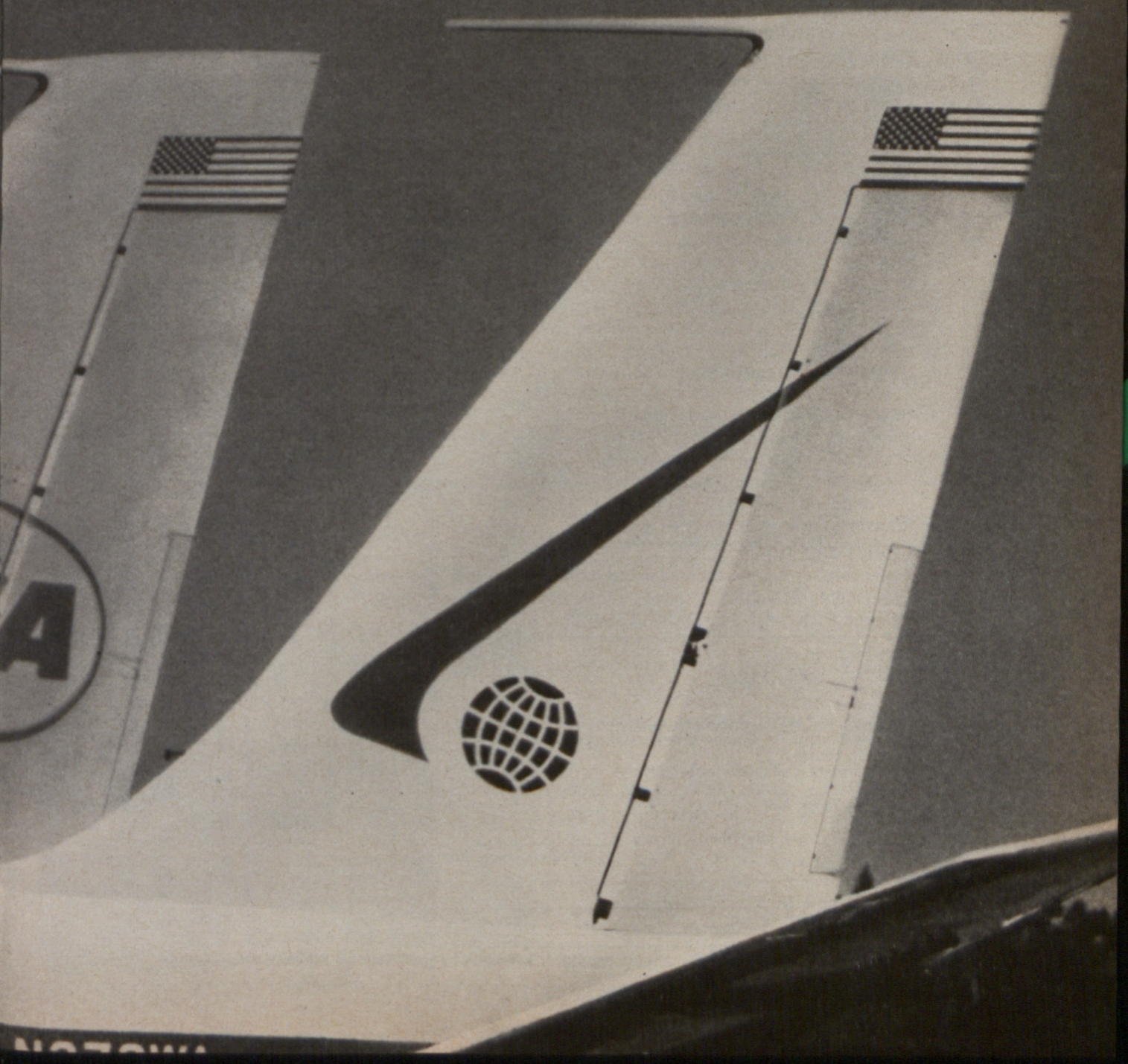

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THE FOLLOWING IS A PARTIAL LISTING OF COMPLETE TOURS WHICH ARE STILL OPEN.

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Holiday in Spain (IB-4)	August 5-August 25	$810 from N.Y.
Summer Session in Europe (SSE)	June 22-July 26	$998 from Baltimore (credit)
Your First Tour of Europe (BT-3)	July 13-August 3	$860 from N.Y.
Holiday in Scandinavia (SCAN-2)	July 12-August 2	$859 from N.Y.
Exploring the Unusual Around the World (RW-2)	June 25-August 22	$2898 from N.Y.
Australia, New Zealand, South Pacific (PC-1)	July 16-August 13	$1798 from L.A.
Understanding Mexico (M-1)	June 29-July 21	$425 from San Antonio
South American Highlights (SA-3)	August 3-August 24	$955 from Miami
Canadian Rockies-Pacific Northwest (CRPN)	July 11-July 26	$698 from Chicago
The Southwest Indians (SW)	August 1-August 14	$398 from Albuquerque
Washington Seminar (WS)	June 27-July 16	$398 (credit)

CHARTER FLIGHTS TO EUROPE (Transportation only)

NEA/CW-5	June 28-July 29	Columbus, Ohio-London/London-Columbus	$241
NEA/CW-6	June 28-August 24	Boston-London/Amsterdam-Boston	$244
NEA/CW-7	June 29-July 27	Hartford, Conn.-London/London-Hartford	$213
NEA/CW-9	June 30-July 28	J.F.K.-London/London-J.F.K.	$214
NEA/CW-14	August 2-August 30	Detroit-Amsterdam/Amsterdam-Detroit	$240
NEA/CW-15	August 3-August 26	Chicago-London/London-Chicago	$247
NEA/CW-16	August 4-Sept. 1	J.F.K.-Amsterdam/Amsterdam-J.F.K.	$212
NEA/CW-17	August 5-August 31	J.F.K.-London/London-J.F.K.	$204
NEA/CW-18	July 3-July 22	Detroit-London/London-Detroit	$245
NEA/CW-19	July 6-August 5	Philadelphia-London/London-Phila.	$196
NEA/CW-20	August 7-August 31	Philadelphia-Amsterdam/Ams. Phila.	$196
NEA/CO-5	June 18-August 16	Portland-Seattle-Amsterdam/Amsterdam-Seattle-Portland	$293

NEA POST-CONVENTION TOURS

Greenfield Village and Henry Ford Museum — One day tour—July 3 (Detroit) — $17
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Hawaiian Love Affair (16 days, 5 islands) — July 3-July 18 (from Detroit) — $599

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Low-cost tours are scheduled to London, Ireland, Switzerland, Italy, Nassau, Guatemala, Mexico and Hawaii. Information will be available at the NEA Convention and from the Travel Division after July 1.

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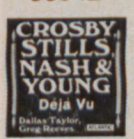

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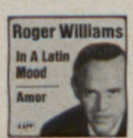

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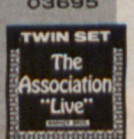

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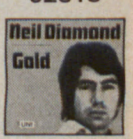

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When Soviet and American Educators Meet

Mrs. Bain, Mr. Morrison, and Mrs. Yanúshkovskáya.

"Educators must lead the young people of the world to establish and maintain world peace and brotherhood."

Left to right: Mr. Morrison, Mrs. Tsikóra, Mrs. Yanúshkovskáya, Mrs. Bain, and Mr. Sizóv.

□ **The Educational and Scientific Workers Union of** the U.S.S.R. is the only organization for all the teachers in the Soviet Union. Established in 1957, it is the result of a merger of two separate groups—the elementary and secondary school workers and the higher education staff.

The Union includes every school and higher education worker—from the most esteemed academicians to the gardeners, custodians, nurses, and carpenters who work for the schools. It also includes all students attending pedagogical institutes as well as those who will be involved in the Union activities. Current membership is around 7.5 million.

While membership is voluntary, about 99 percent of those eligible belong to the Union. The dues are based on salary, going all the way from five kopecks (5.5 cents) a month for students to 1 percent of a member's salary if his salary is sufficiently high.

The Union's main work is in the field of welfare services for its members. It offers a type of insurance that provides full pay to its members during illness as well as facilities for old or disabled members. Another of its major responsibilities is to provide clubs, sports, dances, games, and theatrical and recreational activities for members.

The organization has about 140,000 local groups in all areas of the Soviet Union, 3,665 district committees, 159 regional committees, and 15 republic committees. Representatives of local branches select the district delegates and committees; the district committee selects the regional committees. A republic committee is elected every two years in each of the 15 Soviet republics.

A National Central Committee of 171 persons is elected every four years by a congress made up of delegates from the regions and republics. All elections are by secret ballot. The Central Committee meets two or three times a year. Each person in the congress represents between 10,000 and 15,000 members. The congress has about 700 members in all.

A 13-member presidium, which includes the president (chairman) and two secretaries, is elected to carry on the work between meetings of the Central Committee. The presidium also includes representatives from the Academy of Sciences and the Pedagogical Institute, the Soviet Minister of Education, and the editor of the *Teachers Gazette*. The presidium meets twice each month and is accountable to the Central Committee at its plenary sessions. Members of the presidium serve four-year terms.

Last November, an NEA group of five spent several days in the Soviet Union at the invitation of the Edu-

cational and Scientific Workers Union. The group included: Helen Bain, president; George Fischer, past president; Wade Wilson, Executive Committee member; Braulio Alonso, director for international relations; and Henry Ware, interpreter.

Recently, three members of this Union accepted an NEA invitation to come to our country and spent 10 days here. Accompanied by President Bain and Mr. Alonso, the Union officials visited a number of schools in our country. During their stay, they also visited NEA headquarters, where they were interviewed by Mrs. Bain, President-Elect Donald Morrison, and Mr. Alonso. The Union members interviewed were Mrs. Tamara Petrovna Yanúshkovskáya, Mrs. Irina Tsikóra, and Mr. Kuzma Sizóv.

Mrs. Yanúshkovskáya is president of the Educational and Scientific Workers Union of the U.S.S.R. Her husband is a railroad engineer.

Mrs. Tsikóra, who served as interpreter, is an international officer of the Union, in charge of the English division. Originally from Kiev, she has lived in Moscow for many years. Her husband is a scientific research worker.

Mr. Sizóv is the rector of the Gorki Pedagogical Institute for Foreign Languages and a member of the Central Committee. He graduated from the Institute in 1951.

Mrs. Bain: When I was in the U.S.S.R. last November, I was most impressed, Tamara, with your day care centers and came home very pleased that I had chosen to promote a day care center in Washington, DC, for extremely young children. I'd like you to tell our teachers a little bit about the concept of day care centers in your country.

Mrs. Yanúshkovskáya: I'll do it with great pleasure —especially taking into consideration that our organization, the Union of the Educational and Scientific Workers of the U.S.S.R., together with the Ministry of Education, pays much attention to day care centers and kindergartens.

First of all, because children are very social creatures, they feel very good when they are together. Furthermore, we need to have these centers because there is a complete equality between men and women in our country and because there are all possible opportunities for women to occupy key positions in our society. For these reasons we have a very wide net of day care centers in the country, which give women opportunities to send their children to these preschool educational establishments.

Mrs. Bain: We're very interested in this in our country because women don't have complete equality here and have difficulties, one of these being the general lack of places for children to be adequately cared for while their mothers are working. This is particularly true of people coming from disadvantaged areas. We are making an effort to provide this kind of service for working mothers, which I believe will help women achieve equality in employment.

Mrs. Yanúshkovskáya: We also have day care centers called nurseries for children up to three years of age. We have nurseries of different types. There are centers where the parents put their children for daytime. And then we have boarding nurseries where the parents leave their children for the whole week and take them home on Saturday evening.

Mrs. Bain: What kind of work is done in the nurseries with those children between the ages of one to three.

Mrs. Yanúshkovskáya: With children of this age, we pay main attention to their physical development and to the development of their talents—in the process of the development of their minds, in the process of play. In the kindergartens, we pay much more attention to the educating of children. These preschool education establishments have a curriculum and a program which are approved by the Ministry of Education. All of these preschool education establishments have medical doctors, nurses, and tutors.

Mr. Alonso: How would the training requirements for the youngest children's teachers or instructors compare with those for the kindergarten?

Mrs. Yanúshkovskáya: It depends on what position one has. There is an educational minimum which is required when you want to be a nurse or a tutor, and this is the complete specialized secondary education, which is about the equivalent of your junior college.

Mrs. Bain: Couldn't teachers for nursery schools be trained at your pedagogical institute, Kuzma?

Mr. Sizóv: No, we do not train tutors for kindergartens at my college, since my college specializes in foreign languages. There is a special college in the city of Gorki where among other professions they train teachers for kindergartens or tutors for kindergartens. What do you call them here, by the way—tutors or teachers?

Mrs. Bain: Teachers.

Mrs. Tsikóra: We call them tutors.

Mrs. Bain: A tutor in this country would be one who gives individualized instruction outside of school hours and you probably would pay extra for it.

Mr. Sizóv: If a student after graduating from our college would like to work as a teacher in a kindergarten, he would be welcome there.

Mrs. Yanúshkovskáya: Allow me to add that during recent years there has been a great interest in studying foreign languages. So at the upper grade of a kindergarten, on the wish of the parents, special groups are organized where they teach the children foreign languages.

Mrs. Bain: Yes. When we were there in the fall, some of the students sang songs for us in English.

Mr. Alonso: Because of our own problems, one question that interests us is: What instruction do you have in minority languages, that is, languages other than the Russian language?

Mrs. Yanúshkovskáya: The problem of giving instruction in original languages at schools in national republics is a very important one and we pay much attention to it.

First of all, I would like to say that before the Revolution our country was very backward, especially concerning the development of education. Eighty percent

of all our population was illiterate, and only one-fifth of all the children in the country had opportunities to visit schools.

Mr. Alonso: By *visit* you mean to *attend?*

Mrs. Yanúshkovskáya: Yes, only one-fifth entered schools. And national republics were especially underdeveloped. Many of the national minorities in our country did not have written alphabets. But after the Revolution, a law was passed requiring the creation of alphabets for all these peoples.

Mr. Alonso: What do you mean by the "creation of alphabets" for them? I think that's extremely interesting.

Mrs. Yanúshkovskáya: Each language now has not only its oral expressions but also its alphabet, its written form. But there were national groups and peoples in the Soviet Union, especially in the north, who had no written alphabets. After the Revolution, we created alphabets for 40 national groups.

Mrs. Bain: How many minority languages do you have?

Mrs. Yanúshkovskáya: At the present time, we have instruction at our schools in 56 languages.

Mr. Alonso: Is the major instruction in a republic in the language of the republic?

Mrs. Yanúshkovskáya: It depends upon the proportion of the population which lives in a particular republic. In many republics, we have mixed populations. That's why the schools have instruction in many languages of the national minorities living in this republic. But naturally the majority of schools have instruction in the main language of the republic.

Mr. Morrison: How many languages does the ordinary child learn?

Mrs. Yanúshkovskáya: First of all, the main language for a child is the language in which the instruction is carried on.

Mr. Alonso: That's generally the language of the republic?

Mrs. Yanúshkovskáya: Yes, as a rule. In addition, our constitution guarantees the study of the Russian language. As a rule, in national republics the children show their wish to study the Russian language.

Mr. Alonso: Do they have to?

Mrs. Yanúshkovskáya: At schools where the instruction is carried on in the Russian langauge, the native language is the optional subject of the school. However, in Georgia, for example, the instruction is carried on in the Georgian language and the optional subject is the Russian language. And vice versa: If you go to a Russian school in Georgia, the optional subject is the Georgian language. Besides this, it is compulsory to study a foreign language from the fifth grade.

Mr. Alonso: At what age do you begin the study of Russian in a republic?

Mrs. Yanúshkovskáya: From the second grade.

Mr. Morrison: What are the foreign languages?

Mrs. Yanúshkovskáya: The majority of schools teach English, French, German, and Spanish. Some schools have Hindi, Chinese, Japanese.

(*Continued on page* 61)

Joint Statement Issued at Meeting in U.S.S.R., November 1970

A five-member delegation from the National Education Association of the United States has visited in the Soviet Union at the invitation of the Educational and Scientific Workers Union of the U.S.S.R.

The National Education Association has invited a delegation of the Educational and Scientific Workers Union of the U.S.S.R. to visit in the United States.

The purposes of NEA delegation's visit are—

to discuss education with teachers.

to share information about our two great organizations.

to exchange ideas.

to develop a greater understanding of each other.

to establish better communications.

to develop cooperation between our two great organizations.

to strengthen the bonds of friendship.

Progress has been made along these lines. We also hope to make further progress and to extend and deepen our knowledge and understanding of each other.

The NEA delegation has been greatly impressed and touched by the sincerity, the hospitality, and the acts of friendship of the teachers, the educational union leaders, and those whom we have met.

The NEA delegation was pleased to see the advances of education in the areas visited and the many efforts being made to extend and to improve education.

In an exchange of views between the representatives of the NEA and the Union of Educational and Scientific Workers of the U.S.S.R., a mutual viewpoint has been expressed that under the conditions of the current scientific and technological revolution, the role of education, of teachers and their organizations has gained in importance. The teachers and their organizations are called upon to play an ever more significant part in working out school policies. They should work for further democratization of education, for enhancing of the role of the teacher in society, and for the improvement of his status.

Both organizations have called attention to the necessity for educating the present and the future generations in the spirit of friendship and peace among peoples and the need to establish closer ties of cooperation among international teachers organizations.

Peace for all throughout the world will come sooner when teachers in all nations work together more diligently toward this great objective.

Helen Bain, *president, National Education Association of the U.S.A.*

Tamara Yanúshkovskáya, *president, Educational and Scientific Workers Union of the U.S.S.R.*

SPECIAL FEATURE: FOUR STORIES ABOUT TEACHERS AND THEIR STUDENTS

The following stories, all entries in the 1970 Teachers' Writing Competition, are presented as a special summer reading bonus for our readers.

For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning.* This new NEA publication presents fiction and nonfiction stories about teacher-pupil, teacher-colleague, and teacher-parent relationships. The stories, taken from TODAY'S EDUCATION and other sources, cover all levels of education. Some are written by teacher-authors and others by well-known writers, such as Stephen Vincent Benét, Art Buchwald, Shirley Jackson, Bel Kaufman, Jean Kerr, Harper Lee, and James A. Michener.

Single copy: paper cover, $3.50 (Stock No. 381-11960); cloth cover, $5.25 (Stock No. 381-11958). 193 pp. Quantity discounts: 2-9 copies, 10 percent; 10 or more copies, 20 percent. All orders must be prepaid except for those on your official purchase order forms. Shipping and handling charges will be added to billed purchase orders. Make checks payable to the National Education Association. Order from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, DC 20036.

TESSIE WOHLSTATTAR, *counselor, Killingsworth Junior High School, Hawaiian Gardens, California.*

□ **Kathy came into the room that morning as she had** every morning since September. She slid behind her desk and stared straight ahead. She appeared oblivious to her fellow students, and they did not attempt to involve her in any way in their before-school activities.

Kathy was an 11-year-old, almost autistic student. She had been placed in my sixth grade class because her father, a widower, had tried everything else to help her to talk, with no results.

Her mother had died when her sister was born. Kathy was five years old then and a happy well-adjusted, talkative child. After the death, however, Kathy continuously cried out for her mother until a maid, in a fit of anger, told her she would cut out her tongue if she didn't stop crying. Kathy hardly uttered a sound after that.

In desperation, her father had taken the child to psychiatrists, psychologists, and special schools, but nothing seemed to help. My principal, who was a personal friend of Kathy's father, suggested that it might be helpful to place her in a regular classroom situation, feeling that socialization with her peers might be effective.

But here it was April and Kathy still had not said a word. She did whatever was assigned to her, but she remained remote and aloof at all times.

Her only interest seemed to be taking care of Salami, a stray cat, who had wandered into our classroom one day. When the students pleaded that we give the cat some milk because of her emaciated appearance, I acted against my better judgment and the rules of the school and sent one of them to the cafeteria for a carton of milk.

Of course, after that, the cat joined the class, and I asked Kathy if she would like to feed Salami—a name we gave her because of her coloring. Kathy nodded very seriously, without a change of expression, and devoted herself to the job. Although the other students never talked about it, I could tell they accepted the idea and were even happy that Kathy was feeding Salami.

After the flag salute on this particular morning, it was Tony who noticed that Salami was not in her usual spot where she always snuggled under the sink. The children became alarmed when, after a 15-minute search of the room, Salami was nowhere to be found. Kathy had joined in the search, too, and her small pale face was more pinched than usual when our efforts appeared fruitless.

I tried to calm the students by telling them that in all likelihood Salami had managed to leave the room while the custodian was cleaning and that the door was probably closed before Salami could get back. (We had a deal going with the custodian who came after hours to clean our room. He knew Salami was there, but he never gave away our secret.)

I assured the children that Salami would return. All of them seemed to accept that but Kathy, who sat at her desk crying quietly.

As the morning passed and Salami failed to appear and Kathy continued to cry, I felt that the only thing to do was to have the child taken home. While the other students were at recess, I quietly explained to her that I would have to send her home unless she stopped crying because she was going to make herself sick. This only aggravated the matter, and she cried now with huge gulping sobs. I put my arm around her and said, "All right, you can stay but you must stop crying. Why don't you try to think about where Salami could have wandered to? If you think of something, we'll try to find her." She nodded and did quiet down then, sobbing only occasionally.

After lunch, which Kathy did not eat, we had our individual reading time. All of the children except Kathy selected books from our collection in the room. She just sat quietly and kept looking back at Salami's place under the sink as if the cat would magically reappear in her usual place.

The room was quiet; sunbeams danced lazily about; it was pleasantly warm and a feeling of relaxation seemed to pervade the atmosphere. As the children read, I walked about and glanced at what they were reading. I would answer a question now and then or help them with a difficult word.

Suddenly the quiet was broken with a shriek that splintered the silence like summer lightning. Kathy jumped up, pointed to a large drawer, and yelled, "I hear a noise! I hear a noise! It's coming from there!"

I never understood the meaning of the expression, "my hair stood up on end," until then. As I heard Kathy speak, not only was my hair, I am sure, literally standing up all over my head, but I was a mass of goose bumps from head to toe.

Time seemed to stop. I looked around at my students. I felt that they were experiencing the same reaction I was. Then, using all the self-control I was capable of, I said, "What noise do you hear, Kathy?" My voice shook. My students, bless them, sat frozen, not breathing.

She dashed around the room while we watched. "In here, in here!" She kept shouting those two words over and over.

"Why don't you open the drawer, Kathy?" I asked in a robot-like manner.

"I will, I will," she cried frantically, as she tried to yank open the drawer, which was stuck at one end. Several of the students jumped up to help her. They pulled out the drawer and there was Salami blinking up at them, looking very disgusted at finding herself in such a strange place.

Kathy scooped the cat up into her arms and smoothed her fur as she softly murmured over and over. "You were scared, weren't you? I know how bad it is. No one wants to be shut up. But don't worry, we're free now." □

MR. BARR

HAROLD C. WELKE, *English teacher, North High School, Sheboygan, Wisconsin.*

□ **I remember well the Monday that Mr. Barr came** back to Graham High. We kids were watching for him from the second-floor windows above the parking lot. Usually we could see Lake Michigan about two blocks east of the school, but today the mist concealed it and a spring rain had begun to fall.

I had arrived a little earlier than usual that morning. I felt that I should be there. I don't know why.

As I watched the rain, I couldn't help thinking about the weather in the third act of *Our Town*. Mr. Barr had pointed out that the change in weather from pleasant in the first act to rainy in the third symbolized that something tragic was about to happen. I hoped it wouldn't be that way today.

A lot of the kids didn't like Mr. Barr. He was too strict and serious for them. Some thought that he was always wrapped up in his books. In fact, one student had once told Mr. Barr in class that he was only interested in the students' minds.

Mr. Barr always enforced the school rules. While the principal read the long boring announcements over the intercom each morning, we could hear the kids in other homerooms laughing and talking, but in ours Mr. Barr stood in back and yelled at anyone who made even a little noise. He was the kind of teacher that some kids would swear at if they saw him outside in the evening and if they knew the darkness concealed their identities.

Personally, I didn't dislike Mr. Barr. He gave reasonable assignments, he could really explain the stories and the poems that we read, and he took more interest in the kids than they realized. That's why I was sorry to hear that Mr. Barr had been hurt in a car accident. Of course, I didn't dare say so. (I was the shortest boy in class and took a lot of teasing because of this, so I tried to remain as inconspicuous as possible.)

The newspaper said that the left side of his face had been badly cut and that his left hip had been smashed. Some of the kids acted like ghouls over the news. "He'll die! He'll die!" said Jeff Baker, jumping off the floor in glee. "Then we'll get a sub and we can drive the sub nuts!"

Well, Mr. Barr didn't die, but we had a sub for quite a while. Jeff and some of the other born losers did almost drive her nuts. However, she announced happily one day that she had received a reprieve. Mr. Barr would be coming back the following Monday. Jeff and his cohorts groaned. But Monday came as Mondays inexorably do.

"There he is," Tom Weaver yelled. Another teacher had brought Mr. Barr to school. The car pulled up close to the entrance. Mr. Barr got out very slowly. Putting a crutch under each arm, he hobbled slowly and painfully to the door. We watched until he was too near the building for us to see him anymore.

Most of the kids were in their seats now. Everyone looked uncomfortable. The wind blew the rain against the windows, making sounds like the tapping of a hundred crutches. Then in the hall we heard a tap and that awful sound of something being dragged along.

"Well," Jeff started to say in his imbecilic way, "if it isn't old—" but even Jeff could not call out the name he wanted to use. Perhaps in the darkness of the night he could, but not now.

Mr. Barr came into the room and shuffled to his closet. I wanted to help him, but I was afraid to. I just sat there. Mr. Barr went to his desk, sat down, and leaned the crutches against the wall.

Since I was practically hidden by Paul, the big football player, I was able to look at Mr. Barr without his noticing me. Usually he saw everything, but not today. He sat staring at his desk except for a moment when he raised his head to check the big orange attendance card that the office girl would come to get in a minute. We could see the big scar on his left cheek.

The office girl came and went. Mr. Barr continued staring at the desk. Nobody said anything.

I doubt if I can ever explain why I did what I did then. I'm about as conforming and timid as a person can be. I expected to be branded an outcast for breaking the unwritten law concerning the boycotting of teachers who were as hated as Mr. Barr, but I got up and walked to his desk. It was raining harder now.

"Mr. Barr," I said, "welcome back. I'm glad to see you again." He gradually raised his head. I could see some of his former spirit shine in his eyes.

He looked at me for what seemed to be a very long time. Then he softly quoted some lines that I learned a long time later were written by Emily Dickinson:

We never know how high we are
Till we are called to rise;
And then, if we are true to plan,
Our statures touch the skies.

I turned and walked back to my desk. I saw Pete Olson start to make a gesture and lean toward me, but suddenly big Paul put his hand over Pete's mouth and straightened him up in his seat. And all at once most of the kids were crowding around Mr. Barr's desk, shaking hands with him and wishing him well. Some of these kids hadn't spoken to Mr. Barr for a long time except when they were required to.

Mr. Barr taught the rest of the semester, but he never came back to Graham High after that year. Maybe he's teaching some place else, or maybe he's sitting in a little room reading one of the books that he had taught me to love.

But the funny thing was—if you want to call it funny—that nobody made fun of me for what I did that day. In fact, they didn't ever call me "runt" anymore. □

SUSUE JO

ROBERT H. GARRISON, *English teacher, Lower Lake (California) High School.*

□ **It was the day before school started, and I was in** my seventh grade classroom going over my plans for the opening day.

"Hi! I'm Susue Jo. And I'm going to flunk your English course, Mr. Garrison, because I'm dumb."

I looked up and saw a skinny, frail girl, whose dark brown hair hung in shaggy bangs over her forehead. She had slipped in while I was absorbed in my plans and had evidently stood for three or four minutes trying to get my attention. Her skin was painfully sallow, and her lips were clamped together as if she hadn't smiled in years.

I looked at the crooked part and the blue-green eye makeup this 12-year-old had daubed on herself experimentally. "Susue Jo What?" I asked.

"Susue Jo Smedley—and I despise English. I'm really dumb in it. I'm dumb in everything, but I'm especially dumb in English and I'm going to flunk it."

As she said this, she danced around nervously, first drumming her fingers on the desk, then scratching her ear. She hopped over to the blackboard, dipped a finger in the chalk dust, and quickly wiped it on her skirt. Then she left, explaining on her way out that she had to go tell her math teacher how dumb she was in math. "Goodbye, Mr. Garrison, I'll see you tomorrow."

At the teachers' meeting that afternoon, I asked some colleagues seated near me, "Do any of you know Susue Jo Smedley?" The response I got was about the same as if I had asked, "Anybody here know Jack, the Ripper?"

All of them told me bits and facts about her till I had pieced together this picture: Students and teachers alike referred to Susue Jo as "The Wrecker." She was a terrible discipline problem, who would fight anybody for the slightest reason. All the kids made fun of her because she was odd. Her mother had died two years ago as a result of a fall at the Tilted Jigger Tavern, and Susue Jo had refused ever since to admit that her mother was dead. She claimed defiantly that her mother came to visit her every night, and she threatened complete destruction on anybody who said this wasn't so.

After school the next day, Susue Jo had to wait 30 minutes for a bus, and, since I was on yard duty, I decided to get better acquainted with her. She was chasing a boy with a stick when I flagged her down.

"S.J., I need your help," I called, motioning her to come over to where I was. She threw her stick at the boy, called him a couple of extremely unladylike names, and came over to me.

"Susue Jo, why don't you like English?"

She put her hands on her hips as though bracing herself for a struggle and announced: "Because it's dumb. I can talk. Everybody understands me. I don't need it. Mama told me I didn't need it!" She quoted Mama as some would the Bible and it was evident that what Mama said was the ultimate truth.

I tried a different approach: "You know, S.J., I've got a problem. I'm a new teacher here and I don't know the students yet, but I met you yesterday so I feel I know you. I need some kid to help me teach my class. You know the students. Who would be good?"

"Well, don't get Joyce. She's too bossy. And don't get Karen because she only comes to school when she feels like it." She named three or four others, eliminating them in the same manner, then asked, "Why do you need help? You're the teacher, aren't you?"

I explained I was going to teach grammar by playing tapes that contrast good grammar with poor grammar. "I need someone to help me make these tapes. I need two people actually—a smart kid and a dumb kid. By the way, just how dumb are you?"

"I'm dumb, all right," she said thoughtfully.

"Hey, great!" I told her. "I really need a dumb kid to read the wrong grammar! You're just the one I need. I'll give you a part and you can get your mother to help you—"

"Does the mother have to come to school?" Susue Jo asked. "My mom can't come to school. She can only come to my room."

"No, she doesn't have to come to school. She will help you, though, won't she?"

Susue Jo pondered for a couple of minutes and then said she'd ask her that night.

Next morning before class, Susue Jo announced dramatically: "I can do it. And Mom will help us!"

For all of that year Susue Jo helped me record grammar tapes. She always read the dumb kid's part, using incorrect grammar. By the time the year was over, Susue Jo had become quite expert at distinguishing dumb-kid grammar from smart-kid grammar and took upon herself a one-girl crusade to see that all her classmates used only the smart-kid type.

"Susue Jo," I told her one day, "I'm glad to see you use such good grammar and I wish everybody did. But do you think it's a good idea to hit the others because they use dumb-kid grammar sometimes?"

Yes, she did. In fact the principal had called her into his office just that morning for hitting Betty White in the eye for saying "me and her" instead of "she and I," and Susue Jo wasn't a bit sorry.

"Well, I'm not very smart about such things," I told her. "Why don't you ask your mom what she thinks. We'll abide by whatever she says."

Her mother told her to knock off fighting, so every day thereafter Susue Jo fought less and less. By the time she graduated from the eighth grade, she was a B student.

It has been 12 years since Susue Jo was in my seventh grade class. Last August I got a letter from her, the first I had heard of her in all that time. The

letter reads, in part, as follows: "Hi! Remember when I told you I was dumb? Well, I really am an English teacher now in a California high school. I just finished my first year."

She added that her mother had actually died 14 years ago and that she had made up stories about her mother's visiting her so she could be like the other kids. Then she added: "But she really *did* help me when I was in the seventh grade. With God as my witness, I swear she came to my room every night and told me that I wasn't really dumb and helped me cut those tapes. She must have loved me a lot to work so hard on such a poor product. I hope someday to be worthy of her faith—and yours." □

THE DAY I KISSED ANTON CHEKHOV

B. JO KINNICK, *teacher on special assignment in creative writing, Oakland (California) Public Schools.*

□ **I'm not sure why I started to read Chekhov's short** story "The Kiss" to an English class of sleepy twelfth graders. Frankly, I'd never read it myself.

Perhaps my success in introducing other Russian short stories to a senior class gave me courage. Or perhaps I was desperate for something which seemed relevant in my teaching, though "relevant" was a word seldom heard in the 1930's.

The week before, my class had been electrified when I read Chekhov's "The Bet." That must have been it. I could seldom reach these seniors on my own. Although they were 17 and 18 and I was only 21, a chasm of years and fears separated us. I could not bridge it alone, yet with a master of the short story beside me, wow!

My classroom was on the southwest side of the building, and it was hot this May afternoon in central Iowa. Every window was open, but no breeze stirred the elms outside; in fact, the trees appeared to be a stifling green blanket. Inside, even the chalk and the dusty chalkboard looked hot. And I, the teacher, probably felt as tired and sleepy as my students.

I was completing my second year of teaching—at least I hoped I could make it through those last awful weeks. My class was composed of two kinds of seniors: the kids who were in love and had been up most of the night before and the kids who had been awake most of the night worrying because they were not in love.

At this moment, the entire class was about to doze off. What was it that Oliver Wendell Holmes did to keep those Harvard boys awake? I had read once that *no one* ever went to sleep in his class. Of course, Mr. Holmes didn't teach English. Wasn't his subject anatomy? Perhaps I could awaken the class with a rousing lecture on anatomy. But, wrong subject. Chekhov would have to do.

"Attention, class! Close your books, please. Because this is a dreamy May afternoon and I can see you're in no mood for intellectual calisthenics"—in those days I used expressions like that, calling them vocabulary enrichment—"and because I can see you are in no mood to work, try listening. Listening is English too." I raised my voice. The principal might be in the hall. "Yes, listening is English too, and translations of the great literature of the world into English are part of our cultural heritage."

Was that my voice? I sounded like a Fourth of July orator. The effect was the same too.

Harold, who had been trying to keep his eyes open, gave up the effort and buried his head in his arms on top of his lit book. I was sure he was asleep. Charlotte smiled at me, a wan, polite effort. Charlotte would not go to sleep, no matter what. Why spoil a straight A record in the next to the last week of your senior year?

"I shall read Chekhov's short story 'The Kiss.'" Was that my voice? It sounded like a dare. A few eyes widened. That simple announcement won me more attention than I had commanded in a month.

I wanted to prolong the moment, so I walked to the door and opened it wider—as far as it would go into the hall. I noticed that Miss Greer was marching her Latin class to the side lawn. Why hadn't I thought of that? Surely staying awake was more important in English than in Latin. Or was anything important?

"I shall read Chekhov's story 'The Kiss,'" I repeated, opening the book.

"On the twentieth of May, at eight o'clock in the evening, all six batteries of the N..... Reserve Artillery Brigade arrived at the village of Miestetchki to spend the night before going to the camp. . . ." I read on and on. So the officers were invited to General von Rabbek's house for tea? Big deal. For TEA? Artillerymen invited for tea? Well, obviously the story wouldn't shock anyone. It was safe. I blundered on.

" 'A good omen, gentlemen!' cried a young officer. 'Our setter runs in advance. There is game ahead.'

" 'Yes. There are women there. My instinct tells me.'

" 'Riabovitch stood near the door with the wallflowers and looked silently on.' " Poor Riabovitch, timid, round-shouldered, undistinguished, so like the submerged half of my senior class.

Now he has given up and left the drawing room for the billiard room. Now the players keep jostling him. Now he is giving up on billiards and trying to find his way back to the drawing room. But why, Riabovitch? Remember, you were there 10 minutes ago envying your comrades because they could take unknown women by the waist and waltz them around the room. I read on.

"Before he had gone too far he saw that he had missed the way. Retracing his steps, he turned to the left and found himself in a dark room. The windows were open wide and the smell of poplars, lilacs, and roses flooded the air. At that moment, to his surprise, he heard hurried footsteps, and the rustling of a dress. A breathless feminine voice whispered, 'At last.' And two soft, fragrant, unmistakably feminine arms were clasped around his neck. A warm cheek was pressed to his cheek, and simultaneously there was the sound of a kiss."

Oh, no! Oh, yes! After all, the title of the story was "The Kiss." So there had to be a kiss. But what now? What is Chekhov going to have his timid artilleryman do now? Those timid guys can be wolves. And I know it. So does Chekhov. So do all my seniors. No use praying that the next page will not describe the tryst. No, I can't risk it.

Snap! I closed my volume of Chekhov. "If the class can't stay awake for Mr. Chekhov," I said, "we just won't read the story. Open your literature books to page 255 and write the answers to questions 2, 4, and 6. What's wrong, Harold? What's wrong?"

Something was wrong. No doubt about that. Thirty-five seniors asleep 10 minutes ago were half way out of their seats. I felt faint. "What's the matter. What's wrong?"

"Finish it! Finish reading that story, NOW." The class hissed the words. Kenneth, who had never volunteered for anything all year long, was standing beside my desk. "Here's the book," he said. "Begin reading right there."

"All right," I stumbled, "we'll try again. This time let's not have anyone going to sleep." I began reading about Riabovitch and his response to the kiss. "His heart beat violently, his hands trembled perceptibly, he was full of a strange new feeling which grew stronger and stronger. . . ."

I read on and on and 35 students hung on my words, to the very last word. Then all exhaled, "Ah!"

And the bell rang.

Thank you, Chekhov, for not letting me down. Never mind about Riabovitch and that other girl. She never existed. I met you in the dark room, Anton. I met you and I kissed you. And I'm glad! □

How should the teacher view the chronically ill pupil?

LEONARD R. ROBBINS, M.D., *president, board of education, Houston Independent School District, and associate professor of clinical medicine, Baylor College of Medicine, Houston; and* **NORMA M. KACEN,** *history teacher, assistant executive director, Houston Teachers Association.*

□ **Mrs. Long during the first week of school has** learned that John has diabetes. As she looks out at her class this morning, would you say she should (a) see the illness, not the child; (b) see the child, not the illness; (c) see both; (d) see neither?

Children exist as they are, not as we would like them to be. Why is this intellectually appealing thought so difficult to accept emotionally? As you reach out to each child before you (you are supposed to, you know), what do you touch? The protective shield he wore to school today . . . the problems he brought from home or the streets . . . the skin . . . the records from last year's teacher . . . your own faded memories of childhood . . . the dishevelment . . . the diabetes?

"Why does he irritate me so?" Why do teachers have to be human beings? How can a human possibly do so much? Isn't a teacher ever allowed to have feelings? No. No more so than can a physician panic in an emergency, however uncertain he may be. No more so than can an attorney betray to the veniremen his own doubts. No more so than can a public official lose his own self-control and thereby the self-control of so many others. No, people of responsibility are allowed feelings in private moments only.

We, as educators, in spite of grade cards, milk money, and multiple reports, have as our responsibility to each child before us a quest to find within each one that which is beneath the facade, the smile, the eyes. There are rare and precious moments when, having gotten them all busy, we can pause and wonder, "What is the essence of each one?" It is like finding a hickory nut among the leaves and managing to crack it open somehow, only to find the sweet meat still hidden.

Within each child is a human being—the rest is detail.

A complex interplay existing within blends health, self-image, the ability to feel or not to feel, soul, intelligence, humor, and life into a recognizable being. However we see him, he is there. Whatever he is, we must teach him. Whoever he is, he must learn.

This is the first generation in our history that has taken upon itself the education of everyone. Having accepted this premise, we found that our techniques were no longer valid. Our students' needs were different, they themselves were changing, and we were preparing them for a future that could not be predicted. What remains then for us to do? We must teach them at least to cope.

For the child with a chronic illness, the responsibility is no less and the challenge, greater. It is easy enough to send home the child who is acutely ill and to welcome him when he returns, well again and with

THE HUMAN BEING INSIDE THE CHILD

He must see...

a signed excuse. But when a child has a chronic illness, an incurable one, or a progressively fatal one, we can no longer be detached, no longer merely sympathetic. Sympathy is not what such a child needs; he needs understanding and help.

Do we know what it means to a child to be chronically ill? Let us look at what we know about children: To the young, the future seems limitless, opportunity abounds, everything is great (at least in fantasy). Yet we busy ourselves teaching them about the rewards of diligence and hard work and holding before them the white middle-class picture of the American dream, which serves only to push them into the logical conclusion that all that is necessary is that they work hard and succeed.

This is just one way teachers transfer their own inadequacies to students—thus setting up the climate for self-righteousness when all does not go well. If we so display our own limited self-image, can we imagine how it is for the young when they have doubts about themselves, as do the poor and alienated, or know their limitations, as do the ill? For the child with a chronic illness, joy is not automatic—nor optimism, nor success.

Before we add our own fears and anxieties, we must recognize those of the child and those he reflects to us from his parents. The parents of a chronically ill child experience a number of psychologic reactions—principally denial, guilt, and anger. Denial initially serves to prevent parental disorganization and maintain family homeostasis. If prolonged, however, it becomes self-defeating. Guilt, even if subconscious, leads to overprotectiveness, oversolicitude, and indulgence. Shame is awakened if the disease is hereditary. Parental anger and frustration are uniformly present toward the diagnosis and may be projected toward all those sharing responsibility for the child, including the physician and nurse as well as the teacher.

In those chronic illnesses which are at the same time life-threatening, the necessity of facing the possibility that the child might die intensifies the usual reactions and adds an often overwhelming anxiety, which makes it difficult for parents to exhibit judgment and to participate in the usual activities—including education—which center around their child.

This type of illness also demands frequent visits to the physician, expensive medication, hospitalization, diets, and accompanying psycho-social fatigue and economic hardship. Few families are strengthened. All are strained. Some with marginal personal or marital adjustments break down. Whatever the reaction, the relation between teacher and parent differs from that concerning the healthy child or the child with short-term illness.

How is the child himself likely to respond to chronic illness? Variously. A child, attempting to explore life and simultaneously to come to terms with the bewilderment of an illness and his parents' reaction to it, is

likely to respond to customary school stimuli in a non-customary way. Anxiety, especially when the disease and symptoms are of the nature that can be felt but not seen, may be joined by a sense of doom, failure, and disappointment as the child anticipates new experiences. Reacting more strongly than expected to changes in his life at school, such a child may exhibit dependency, regression, or uncooperative behavior. Fear of death may also accompany some illnesses, whether or not the child has been told that his life may be in danger. We, the teachers, must understand and help him.

A child, like his parents, may exhibit denial, guilt, and anger. More hazardous, however, is self-doubt. The effects of these diseases, such as physical weakness, growth retardation, edema, convulsions, difficulty in breathing, the necessity for special diet and medication, and regimentation of otherwise routine daily activities, change the child's image of himself.

Some diseases, besides potentially or actually compromising his independence and ability to compete, may cause the child to be excluded from peer activities and even treated with withdrawal by other children and parents who fear that the disease may somehow be contagious. Engulfed by feelings of inadequacy, shame, and a sense of losing out in life, the child may be dejected, questioning his ability to succeed in school, vocation, marriage, and society.

An understanding of chronic illness with all its implications is an essential part of learning to deal with youngsters in a classroom environment. Yet, how little of this was taught in your education courses? Were you taught to avoid reacting with panic when dealing with crisis and challenge? At least today the colleges of education, as we see them, are beginning to recognize the importance of treating children as individuals and are emphasizing the role of special education and the implications of labeling of children as it relates to their future success. All too often, however, the emphasis is solely on learning disability, not physical disability, and on differences, not on the child as a whole. Yet the teacher must help the child to adjust to the real world, the way he is.

Have we teachers refused to recognize that it is our responsibility to cope with the physical disabilities of the child because we have established narrow parameters of what constitutes "academic concern"? To refuse to cope with the child's physical disabilities is to refuse to see the child as he is. To fail to provide for the child's needs is playing games with the child's life and wasting the teacher's time as well as the taxpayer's money.

The teacher cannot accept about the child only those things he wants to accept. The teacher can succeed only if he recognizes the child as a human being and brings out the spark in each one, whatever it may be. The teacher must, therefore, be mature enough to adjust to a group of kids rather than expect the kids to adjust to him.

Any human being is likely to react emotionally to difficult situations which must be faced. How then does the teacher react to the complexities of coping with the human being in the chronically ill child? Each child is different, not just the sick ones. Yet, the teacher's reaction is often not the same somehow. The feelings of inadequacy, panic, denial, and rejection intensify. All the while, the teacher is viewed instinctively by the child (hopefully) and the parents (prayerfully) as a source of strength, not as an additional burden.

Actually, we believe the child, parents, and teacher are all colleagues in a conflict with administrators who have lost what understanding they gained as teachers, unrealistic and antiquated school district policies, and indeed with life itself. Little wonder, then, that teachers sometimes face the day as if girding their loins against everything, better to avoid the futility that greets the evening.

Returning now to the options at the beginning of this article, should the teacher:

"See the illness, not the child"? Of course not. Even physicians and nurses, who primarily care for the illness, are not permitted the luxury of thus limiting the scope of their work. A teacher, who must deal with the child as a person, must not allow the illness, however severe or ultimately fatal, to interfere with the goal of providing a rewarding learning experience and environment. No, this is not the answer, even though the illness may affect the ability of the child to learn directly or indirectly through loss of learning time, interference with learning during critical periods of development, a loss of background learning, preoccupation with illness, personality changes, or malnutrition.

"See the child, not the illness"? This is not the answer either. The illness is part of the child. He would like to put his burden down but cannot. Neither can we. Quite the contrary, we must teach him, along with all else, to cope with a life which has its own very special and personal demands.

"See both" or "See neither"? Before deciding, let us examine what can be done.

First, do our colleges of education know what we need? (If they do not, let us go tell them individually or collectively through our teachers associations or through our superintendents and boards of education.)

Are the superintendent and board of education involved and interested in changing the outdated attitudes and policies that govern us? The schools for a long time have not come to grips with the concept of helping a human being develop so that he can achieve self-fulfillment. (They refused to recognize, for instance, that segregated education affected the way a child looked at himself; thus the schools failed to teach him to aspire and, consequently, to learn. They ignored the state of his health and attributed this responsibility to the home. They have argued for years that it was not their responsibility to feed the child or to clothe him. They refused to recognize that the child who is hungry, the child who is ill-clothed, and the child who is ill cannot learn, and all efforts to teach him are largely a waste of human energy and money.)

There are many things that can be done to help the child. First, however, the role of the schools must be defined. If their role is to educate the child, then it is necessary to provide more than books, classrooms, and staff. It is necessary to provide all the elements that are needed to create the opportunity to learn for every child. Schools have, in addition to every other responsibility, the responsibility for turning out the healthiest possible graduates. Any child leaving school with an unnecessary or correctable handicap reflects as much discredit on the teacher, the administration, and the board of education as does an undeserved academic diploma.

Here are some of the specific things that can be done:

1. Provide a mechanism for regular review of board and administrative policies. Provide personnel hiring policies sufficiently enlightened to recognize the significant contribution that can be made to the school district by people with diabetes, heart disease, and recently treated cancer, for example.

2. Create an attitude, pervading the entire district, that the total child is in our classroom and that each child is unique and exciting. This attitude must include a healthy and mature awareness of illnesses as a part of the child. In particular, if the child is bugged about himself, why add to that burden the bugging contribution of a teacher or of a principal or of the district itself?

3. Insist upon a strong health service, manned by enough physicians and nurses who embody the full attributes implied by their titles, not castoffs from the realities of active medicine. These professionals will continue their professional growth in an atmosphere that welcomes new ideas and approaches and that encourages them to take on the unknown and conquer it. Health records must be meaningful.

Guidelines describing physical disabilities and illnesses must be provided for the teachers who ultimately have the responsibility of care of the chronically ill child. The Health Department should stress rehabilitation after illness. While a child is convalescing, attendance at school may be an essential part of his recovery. He may require special assignment, including placement in classrooms near bathrooms, water fountains, the clinic, or the school entrance if walking is to be limited. It is even more important that the child be placed in a psychologically appropriate environment with a teacher who understands.

4. Urge periodic comprehensive multiphasic screening of *all* children for indications of disease. Schedule conferences with the parents at least every two years (not just as a child enters the district). Keep in mind that in addition to the intelligence quotient there is a health quotient which affects the ability to learn. Coordinate the efforts of the school with those of the physician. Although the physician is involved in the diagnosis of disease, he has no monopoly upon this role. Sometimes physicians tend to forget this and become angry or threatened by such things as diabetes-detection drives within the community. However, regardless of who discovers that a child has a disease, the physician's role is not diminished, for he and he alone can treat the child and manage the therapeutic program. He is indeed the quarterback to whom all involved, including the teacher, must turn.

5. Request that every school have in-service training and up-to-date supplemental materials about the usual illnesses to be encountered in ambulatory children. Since every teacher will not have a youngster with a chronic illness in every class or every year, there must be a way for him to seek out the information again when it is needed. (Why not use up-dated videotaped lectures available from the film library along with materials that can be kept in a classroom while a particular child is there?) Provide adequate resource libraries in each school so that the school library may be useful for the teacher as well as for the child.

6. Produce an opportunity through the local education association for discussion groups and seminars so that teachers facing similar problems may share their experiences and successes.

7. Provide a way for the parents to gain confidence in the school district and its ability to handle children with chronic illnesses. The head of the Department of Pediatrics in an important medical school while discussing diabetes and the school sadly observed:

"One idea I have long cherished is a system for orienting school nurses to the juvenile diabetic. Most have very little concept of juvenile diabetes, and occasionally a school nurse or teacher makes life miserable for the diabetic child by being overly concerned about his condition. Through the years I have tried to get my parents to send their child to school without telling the teacher and the school nurse that he is diabetic. To prevent any possible reactions, the child is generally given about 10 to 15 percent less insulin in the first few days of school. After that, one of the parents goes over and makes the usual and routine get-acquainted visit with the teacher and casually mentions the diabetes in a rather matter-of-fact way.

"While some young teachers nearly fall apart at this point, most of them sense that apparently the diabetes is no big issue; and, since they already know the child as a personality before they discover his diabetes, they don't attribute any unusual personality characteristics to him."

8. Make an effort through local and state teachers associations and the National Education Association to influence the training of physicians and nurses who care for children by teacher participation in medical school curriculum planning and teaching, medical meetings and exhibits, and cooperative refresher and refreshing training.

9. Ask states for separate certification of health teachers; then use them to train other teachers.

10. Make community education part of the overall scheme of education programs for the chronically ill child. Through such cooperative efforts with community volunteer agencies, guidelines and programs may be developed and implemented.

11. Look for opportunities, and the transformation

of the child may be remarkable from probable loser to winner, from rejection to acceptance, and, above all, from little if any confidence to poise, dignity, and efficiency.

The following section contains information on diabetes, heart disease, kidney disease, cancer and leukemia, peptic ulcer, asthma, and epilepsy. It also provides advice on how the classroom teacher should deal with children who have these diseases. It does not cover other less common chronic diseases, such as ulcerative colitis, regional enteritis, cystic fibrosis, obstructive pulmonary disease, muscular dystrophy, juvenile rheumatoid arthritis, allergies other than asthma, obesity, and all the episodic illnesses.

As you read the following charts, remember that the child before you is an individual and that there is, in addition to the basic underlying information noted, the need to find out about the special peculiarities of the child at hand. There is nothing whatever wrong with calling the physician except that his shock might be so great that he might take a few moments to answer you. Cooperative effort between the physician, parents, and teachers can lead to the greatest success.

DIABETES MELLITUS

Incidence. One in every two thousand children has the disease.

Cause and Duration. This hereditary, lifelong disturbance in carbohydrate metabolism is due to decreased or absent insulin production by the pancreas. Because of this, blood sugar rises and abnormal metabolism of fat results ultimately in the appearance of a progressive illness (termed *diabetic acidosis* or coma) which may be fatal. Treatment is by daily or more frequent injections of insulin, dietary control of food intake, and excellent general hygiene.

Effect on Learning Ability. When the blood sugar is high or low, the ability to think, reason, and learn is impaired.

Problems Encountered in the Classroom and Their Solution. *Insulin reaction (hypoglycemia)* may occur because of too little food, too much exercise, or nervous tension. The reaction may occur at any time of the day but most often before meals or after strenuous exercise. *Look for:* hunger, excessive perspiration, trembling, inability to concentrate, irritability, dizziness, crying, or confusion. If the reaction is not corrected, unconsciousness and convulsions may ensue. Any diabetic acting strangely should be suspected of having a reaction. *Do:* give some kind of carbohydrate, e.g., two lumps of sugar, one tablespoon of sugar dissolved in water, candy, pop, or fruit juices with sugar to relieve the condition. The child should improve in 10 minutes. Give the child an additional snack and *continue with usual activities.* If his condition does not improve, call the parents or child's physician. The child may need coaxing to eat.

The visible onset of *diabetic acidosis* will not commonly first be encountered in the classroom, since it is slow in development. It occurs during periods of rapid growth, illness, or poor insulin/diet balance. The symptoms of diabetic acidosis are thirst, frequent urination, flushed face, labored breathing, nausea, and vomiting. Report any of these symptoms to parents immediately. Since diabetics need to follow a prescribed diet, the child is taught to select his own foods or he will bring his lunch. If necessary, though, make the lunchroom manager aware of the child's dietary needs.

Fatherly Advice.

Don't panic because a diabetic child is in your class; remember that the child knows a great deal about his own condition.

Watch class performance before lunch.

Don't assign physical exercise just before lunch.

Don't assign to last lunch period.

If the child is supposed to eat a midmorning snack, help him be as inconspicuous as possible about it.

Keep candy in your desk drawer.

Don't make a big wave about the child going to the bathroom. Let him go whenever he feels the need.

Don't forget to tell special and/or substitute teachers about his special needs.

Remember that you *are* important in the life of this child.

Ask the parents about the kinds of symptoms usually occurring with an

insulin reaction and whether the child becomes belligerent when his blood sugar is low. Also find out what kinds of sweets the child likes and whether a morning snack is needed. If the child is young, ask what kind of "treat" to serve for in-school parties.

HEART DISEASE

Incidence. According to the American Heart Association, there are in the United States 1,380,000 school-age children who have congenital heart disease and 100,000 who have rheumatic heart disease.

Cause and Duration. Congenital heart disease is of unknown cause. Those youngsters who survive to school age have usually undergone surgery or have improved enough to participate in the school program. There are many types of congenital heart disease, and each child who has the condition would have to be considered individually.

Acquired heart disease is usually caused by damage to the heart valves as a result of rheumatic fever. This makes the heart work harder in order to pump the same amount of blood around the body. Often these children eventually require corrective surgery, although usually as an adult.

Effect on Learning Ability. There is no effect unless the illness is severe.

Problems Encountered in the Classroom and Their Solution. The child may have to take medication and have periods of absence from school. Limitation of physical activity and competitive athletics may be indicated upon the advice of the physician.

Fatherly Advice.

Keep the child at as nearly normal activity as possible.

If limitation of physical activities is required, try to find substitute activities.

Avoid needless restriction. Be optimistic. Take a positive approach.

Ask the parents about medication and physical capacity.

KIDNEY DISEASE

Incidence. Two to three percent of children have some urinary tract problem; a number of these conditions are chronic.

Cause and Duration. The cause is often unknown, and the duration varies. Principally, problems occur when limited ability to excrete body wastes, elevated blood pressure, and/or swelling of the body due to loss of protein in the urine are present.

Effect on Learning Ability. Kidney disease does not generally interfere with learning ability. However, if the illness is severe, weakness and anemia may do so.

Problems Encountered in the Classroom and Their Solution. Very few problems arise. In some children, there may be an increase in urination, and medication may need to be taken during school hours. Occasionally, a diet limited in salt is required. In this instance, it may be necessary to notify the lunchroom manager.

Fatherly Advice.

Treat the child as normally as possible and encourage full class participation unless contrary advice from the physician is received. Easy access to bathroom facilities may be necessary.

Ask the parents about medication, limitations in physical activity, and special diet needs.

CANCER/ LEUKEMIA

Incidence. Malignancy in childhood is rare, but nonetheless serious and all-consuming.

Cause and Duration. The cause is unknown. Although leukemia is nearly always fatal, recoveries occasionally occur under modern therapy.

Effect on Learning Ability. Depletion of body energies affects mental capacity. Fear of death may present psychologic or behavior problems, and pain can make learning difficult.

Problems Encountered in the Classroom and Their Solution. The child may be taking medication, including drugs that may cause nausea or vomiting. Weakness and loss of weight may occur gradually, limiting activity. The child often tires before the end of the day.

Fatherly Advice.

Let the child be as normal as possible.

Do not tell anyone about the diagnosis.

Maintain an optimistic attitude. Your classroom may provide the happiest moments in the remaining life of the child.

Keep the child in the learning role as long as possible.

Ask the parents whether the child knows the diagnosis and, if so, what is being said because you just might be asked. Find out about medication and special needs.

PEPTIC ULCER

Incidence. Ulcers are common in adolescents; rare in younger children.

Cause and Duration. They are usually caused by situations of stress and conflict, with or without an hereditary predisposition. Acute episodes last only four to six weeks, but the tendency to recur and become chronic is prominent, especially if the causative situation remains uncorrected.

Effect on Learning Ability. Usually, these are bright and tense youngsters who may function inefficiently because of their anxieties and inability to deal with their hostilities.

Problems Encountered in the Classroom and Their Solution. The children may need medication and milk or solid food. It is important for them to keep something in the stomach to neutralize the acid produced. Above all, they need to be helped without undue pressure or rigid regimentation.

Fatherly Advice.

A little love will do wonders. You may be the only source of real affection for this child.

Ask the parents about diet and medication.

ASTHMA

Incidence. Seven to ten percent of children have significant allergies.

Cause and Duration. Asthma is a condition, ordinarily hereditary, in which allergy is present and affects the lungs, causing a narrowing of the air passageways and difficulty in breathing. The illness tends to occur in attacks, which may be severe. Nearly all of these children have psychological problems, usually with their parents.

Effect on Learning Ability. A child who is having difficulty breathing is not going to be as receptive as usual to the learning process. Between attacks, ability is normal. Some medications given for asthma attacks contain sedatives which may slow thinking.

Problems Encountered in the Classroom and Their Solution. Asthma attacks rarely come on during school. Most likely they will begin at home and continue at school. If necessary, on authorization from the parents and physician, the child may need to take medication during the school day. Some of these youngsters also have food allergies, but ordinarily this poses no problem, since the child will bring lunch. If necessary, however, notify the lunchroom manager.

Fatherly Advice.

Encourage the parents to keep the child in school.

Understand the child and the anxiety that goes with an inability to breathe.

Physical exertion is limited by slowness of breath or fatigue. Don't push excessively but encourage the child to participate as much as possible.

Ask the parents about any medications to be taken and about any special peculiarities.

EPILEPSY

Incidence. Four to six percent of children have epilepsy.

Cause and Duration. Its cause is unknown except in those few cases in which convulsions appear following head injury.

Effect on Learning Ability. Learning ability is unaffected except during episodes. Occasionally, these youngsters have associated learning disabilities. Medical therapy is very successful in controlling the seizures.

Problems Encountered in the Classroom and Their Solution. Grand mal seizures or general body convulsions occasionally occur in class. Do not panic. Protect against injury. Unless wrapped tongue depressors are available to put in the mouth, do not try to put anything in the child's mouth while he is convulsing (especially your fingers unless you want them bitten). After the convulsion, turn the youngster on his side to assist his breathing and loosen his clothing. Once consciousness returns, have the child resume ordinary activities as soon as possible. There may be a short period of confusion after the seizure (post-ictal state).

Petit mal seizures are characterized by momentary lapses in attention or consciousness. Often the seizures go unnoticed but sometimes they may interrupt classroom proceedings.

Psychomotor seizures are episodes of unusual behavior occurring without warning. Usually these follow a similar pattern in a given child.

Fatherly Advice.

Encourage parents to keep the child in public schools.

Do not communicate fear or revulsion, which will isolate the child. Allow the child to return to class activities immediately after his seizure.

Encourage youngsters old enough to be licensed to take driver education with medical authorization. Most states allow epileptics to obtain driver licenses and drive if the disease is well controlled.

The child should avoid sports which involve potential head injury, such as football, boxing, soccer, and diving. Most other sports are allowable.

Ask the parents about medication; the nature, pattern, and frequency of attacks; and any special precautions ordered by the physician.

Returning once more to the options posed: Should the teacher "see both"? No, this is not really the answer. Given the propensity of people to see with clarity only that which is defined, seeing both would only complicate the matter and produce diplopia—a difficult way to see at best. If we are to see, and clearly, the image must be fused and the vision, a unity. Every child contains a human being both unique and challenging which includes that which is he, even illness. No, this is not the answer. "See neither"? Yes, we must see neither, yet see both. We must see and understand both the essence of the human being and his needs. Only when we learn to see the child in this way will we really succeed. There is in a little book, *The Insulin Key*, an opening which states this very well:

"Everyone has a body to live in. You have eyes to see with, a nose to smell with, a mouth to smile with. Most important of all, you have a brain to think with. Your brain learns things that are important to know."

We want to see every child, to the extent possible with his gifts and limitations, become a useful citizen, able to cope with life as it is.

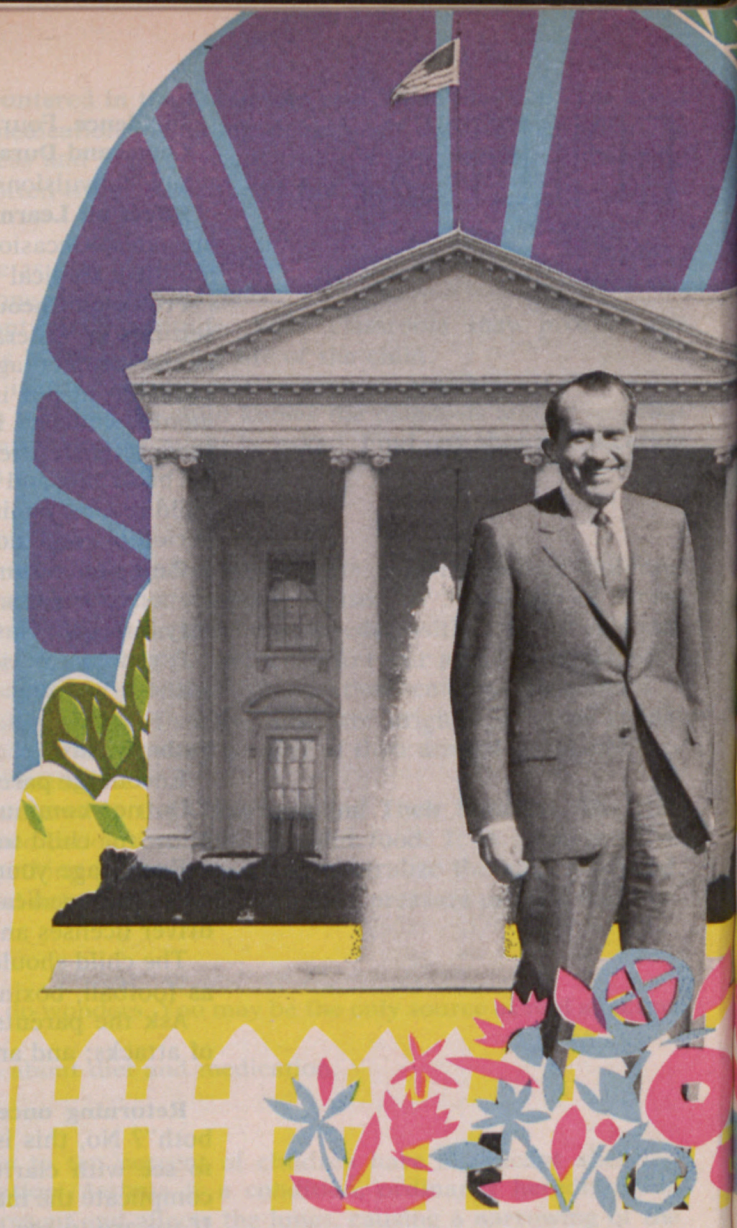
A chronic illness may affect learning even in a well-nourished child who has the educational advantages of a stable home, loving parents, and an atmosphere of education. Do not forget that many of our children do not have these advantages of life. In fact, poor children are exposed to poor food, poor sanitation, poor housing, and poor medical care. The same homes which lack toys and games and stability are also the homes in which hunger and disease abound. To be poor in America, especially to be nonwhite, is to be assailed by a whole range of physical conditions which, by endangering life, growth, and health, depress mental development and educational potential. It is not enough, then, to see the child or the illness or the poverty or the malnutrition or the home environment.

We have a strong opinion with which to close our article.

"It's not all that difficult; let's go!" □

Separation Of Powers

The Honorable **CHARLES H. PERCY,** *United States Senator from Illinois.*



□ **One day last winter, I received a letter from an ex**ercised constituent in Illinois. After a few intemperate comments about my mental capacity and probable parentage, my correspondent got to the point:

"How can you possibly justify your votes against Judge Haynsworth, Judge Carswell, and the SST when President Nixon supported all of them? Why did you support the Cooper-Church Amendment? Wake up and support the President. That's what we sent you to Washington for."

Unlike much of my mail, this letter was relatively easy to answer. I suggested—politely, I trust—that the writer had only a vague understanding of our form of government. I explained that the President and I are members of separate, independent branches of government, with assigned roles in both foreign and domestic policy, and that I have an obligation to my constituents to do more than rubber-stamp every idea that comes to Capitol Hill from the White House. Then I outlined the specific reasons that impelled me to vote as I did on the issues he raised.

If this were an isolated incident, it would not bear repeating. But it is all too typical. I find in my correspondence and conversations with constituents a widespread misunderstanding of the duties of a Senator, and a generally distorted idea of the relationships that exist among the three branches of government.

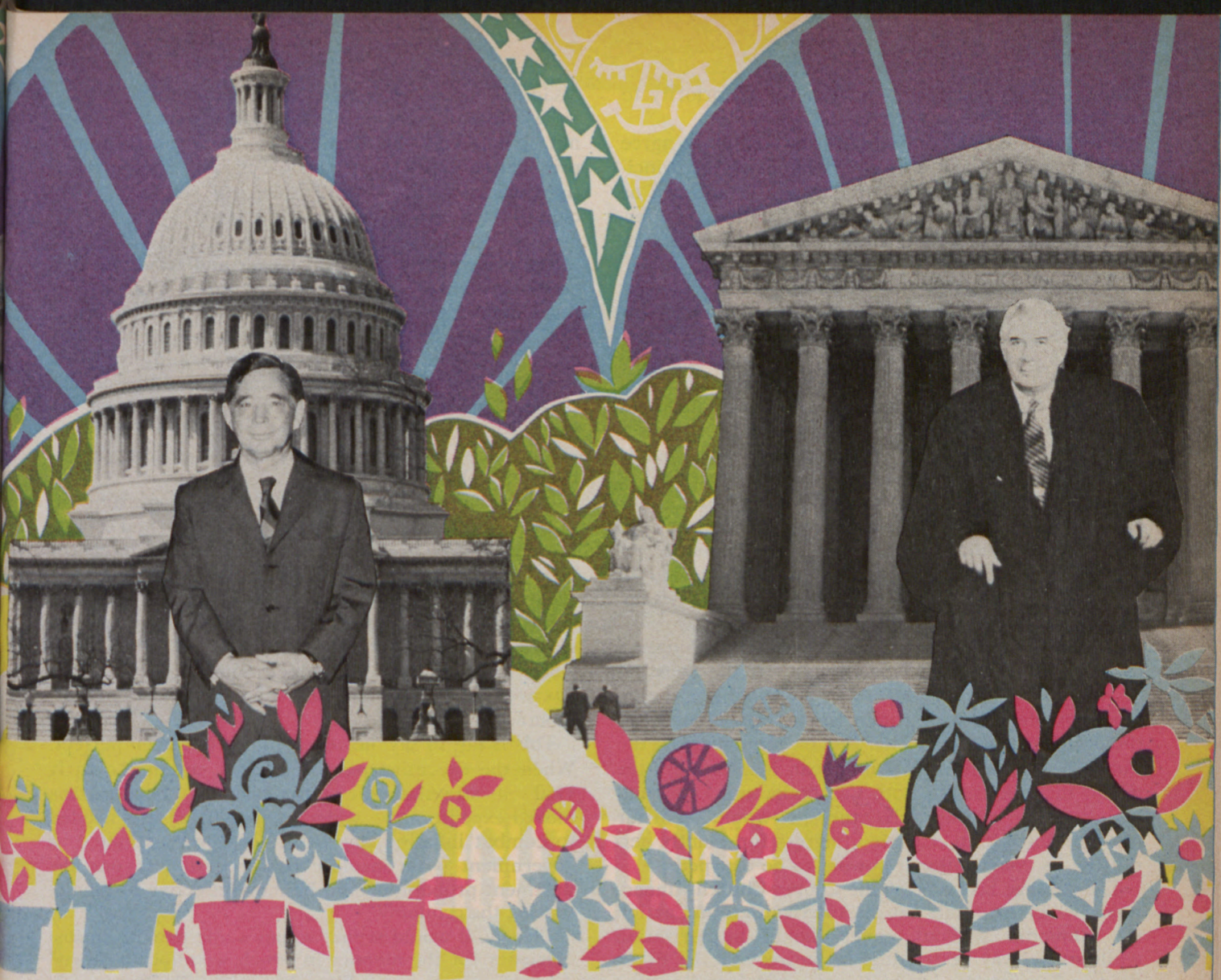
Few Americans are unaware of the theoretical framework. From Civics I onward, we all have been told that the three branches have separate and distinct powers and that they operate as a check and balance system on each other; Congress passes laws, the President signs or vetoes them, the Congress can override a veto, the Supreme Court can declare a law unconstitutional, and so on, in circular fashion.

Unfortunately, however, when the theory is put into practice, public comprehension of our tripartite system appears to diminish considerably. I make no pretense to extensive knowledge of constitutional law, and I will readily concede that an adequate scholarly work on the subtleties of the separation of powers doctrine would require volumes, not a single article. But I believe some of the most flagrant misconceptions, such as those embodied in the letter I have just described, can and should be examined. In my view, they constitute serious obstacles to effective public participation in the creation of public policy and have contributed to a waning of confidence in government.

The first of these misunderstandings involves the Senate's advice and consent function on judicial nominations. All too often pro forma acquiescence to the President's wishes is expected; the Senator who, in the course of discharging his constitutional obligation, finds it necessary to express reservations about a nominee is construed as attacking the President, or the courts, or both.

I believe a look into history is enlightening here. At the Constitutional Convention, there was considerable support for the appointment of judges by the Senate *alone*, and the idea was carried forward into a draft of the document. Ultimately, of course, the compromise of Presidential nomination and Senatorial confirmation was reached, but the process leading up to the compromise is a refutation of the theory that the Senate's role should be limited.

In *The Federalist*, Alexander Hamilton explained the rationale for Senatorial concurrence in judicial nominations: "It would be an excellent check upon a spirit



of favoritism in the President, and would tend greatly to prevent the appointment of unfit characters from State prejudice, from family connection, from personal attachment, or from a view to popularity."

The Senate's role in assessing the fitness of potential federal judges differs markedly, I think, from its position in the confirmation process for executive appointments, such as those in the Cabinet.

Compelling reasons exist for giving the President almost anyone he wishes in the executive departments. The President is held accountable politically for the performance of his appointees, and if he has a normal instinct for political survival, he will insure that he is quick to weed out malefactors and obvious incompetents. Moreover, an executive appointee ordinarily serves only as long as the President who appointed him; judicial appointments are for life.

But the fundamental difference has been spelled out in an article by Charles L. Black, Jr., professor of jurisprudence at Yale University:

"The judges are not the President's people. God forbid! They are not to work with him or for him. They are to be as independent of him as they are of the Senate, neither more nor less."

The exclusive power to appropriate money from the public treasury is one of the most significant constitutional duties assigned to the Congress. Yet when the legislative branch uses its power over the purse as a check on the executive, its action is frequently regarded by the public as obstructing the smooth functioning of government.

I would argue that quite the reverse is true. Through appropriations, Congress determines national priorities from among many competing programs and affects the way in which the executive and judicial branches operate. If Congress abdicated to the executive its legitimate control over funding and capitulated to the President's every wish, it would upset the delicate balance that must be maintained if the separation of powers principle is to really work in actual practice.

The Supersonic Transport, to which my constituent alluded in the letter I cited at the outset, is a case in point. Many of us in the Congress believed that the SST was a bad economic and environmental risk for the nation and that pressing domestic needs—such as urban mass transit systems—had a much better claim on the limited federal funds available to us. The Administra-

tion disagreed, assigning a relatively high priority to the SST.

It was not necessary to support our position to agree that we were well within our rights in using the principal weapon in our arsenal—the power to approve or withhold appropriations—in the SST fight. The alternative would have been a program created by executive fiat.

The role of the Congress in the formulation of foreign policy is vital and derives from the Constitution. Yet my own experience strongly indicates that too many Americans deem completely responsible congressional behavior in this area to be an unwarranted intrusion into the Presidential orbit.

The Constitution quite clearly places in the hands of Congress the powers to declare war, to raise armies, to confirm appointments of ambassadors and other diplomatic officials, to give advice and consent regarding the ratification of treaties, to regulate imports, to regulate commerce and navigation, and to appropriate funds for carrying out the country's international obligations.

A more valid question than whether the Congress has a right to speak in foreign policy is the question of whether it has a right *not* to speak. Given the almost complete lack of congressional participation in the decisions that led to the Bay of Pigs invasion, the Cuban missile crisis, the Dominican intervention, the recent incursions into both Cambodia and Laos, and various other military adventures, it would seem far more reasonable to criticize Congress for silently permitting its constitutional powers to be usurped.

The passage last year of the Cooper-Church Amendment, which prohibits future American ground action in Cambodia without congressional authorization while in no way restricting the powers of the President as Commander in Chief, was a welcome sign that the days of complete Presidential dominance in foreign policy may be over. Congress no longer intends to passively ratify choices made in the White House.

If the long and sad history of the war in Indochina tells us anything, it testifies to the need for an independent Congress to continue to reassert itself in foreign policy. The framers of the Constitution clearly intended that this responsibility should be divided rather than controlled by the executive. To argue that diversity of opinion within the executive branch will restrain a President is folly, for men who hold positions at another man's pleasure are no check at all.

Mark Twain once wrote, "It were not best that we should all think alike; it is difference of opinion that makes horse races." It is also differences of opinion that lead to sound foreign policy, differences between separate parts of government that ultimately are resolved to yield a consensus.

The minority of Senators and Congressmen who courageously advocated an end to the escalation of the war in Indochina long before these views became popular did not deserve the censure they received from many quarters, particularly from self-proclaimed super-patriots. Even if one disagreed with them—or disagrees today—it is incontrovertibly true that they were constitutionally entitled to speak out. And I submit that it was this exercise of their constitutional prerogative that was responsible in large measure for the reversal of the overall American policy in Indochina—from escalation to withdrawal.

The concept that political power and responsibility could be divided among separate branches of government dates back as far as Aristotle. It was not until 1887 that Lord Acton observed that "power tends to corrupt; absolute power corrupts absolutely." But the framers of the Constitution understood this principle a century earlier. Drawing upon the ideas of Montesquieu and Locke, among others, they incorporated clearly divided authority into American government at its birth.

Montesquieu believed that the way to prevent totalitarian rule was to separate those who make laws from those who execute them and those who interpret them, and it was from this general proposition that the American system evolved. To the surprise of many foreigners, who argued that jurisdictional problems would paralyze it, the system has proven to be elastic when circumstances demanded some "give"—and it has worked better than any other constitutional democracy in the world.

This is not to say, however, that it has been perfect. When the executive proposed a tax cut in the early 1960's to stimulate a lagging economy, the Congress moved expeditiously; when a surtax later was needed to combat inflation, the legislators procrastinated. A government with absolute power vested in one department probably would be more effective in manipulating the economy.

Clearly, it would seem, we pay some penalty in lost efficiency for the manner in which we allocate power. As Professor Herman Finer has said, "There is no enthusiasm for checks and balances among those who are impatient to create a new social order."

A case can be made that the inherent inefficiency is salutary, in that it prevents reckless impulses from being immediately translated into action. I would not wish to carry this argument too far, but I do believe strongly that some inefficiency can easily be tolerated as a minimal price for the individual freedom that results from our constitutional principles.

Speaking on the floor of the House of Representatives in 1789, James Madison said: "If there is a principle in our Constitution, indeed in any free constitution, more sacred than another, it is just that it separates the legislative, executive, and judicial powers."

The passage of nearly two centuries has not made this principle any less sacred. But neither has it provided sufficient time for the framers' intent to be universally understood. Since democratic government rests upon the consent of the governed, it would seem incumbent upon those of us who hold elective office, as well as those of you who are entrusted with the education of young people in this country, to make a greater effort to inform our fellow citizens of the full meaning of this founding principle. □

I hope your future is as great a success as it has been.

TO THE BEST MATH TEACHER I HAVE EVER HAD, THE ONLY ONE.

ELIZABETH PESILLO, *teacher-counselor, Urban University Department, Rutgers University, Camden, New Jersey.*

I hope for your sake you never have another class like ours and for our sake that we never have another class like yours. Good luck.

Math I shall never forget no matter how hard I try.

To one of the greatest math teachers I have ever known. Good luck in your future profession.

□ **As every senior high school** teacher knows, reading what students have written beside their yearbook pictures can bring both a tear to the eye and a smile to the lips. Here are some samples of the humorous variety:

LIGHT TOUCH

TO A VERY NICE TEACHER THAT I HAVE NOT HAD FOR A TEACHER.

Remember at graduation when we sing "Climb Every Mountain" we don't want you to try it.

It has been nice having a gregarious type of person such as you as study hall chaperone.

All the best wishes in the future. I never sat through one of your stimulating classes, but I heard all your lectures three rooms away.

I'll always remember you as my favorite (?) teacher.

You're a grand old teacher and you held up quite well through the years I have known you.

I will miss your class even though I don't understand very much that goes on in it.

THANK YOU FOR THIS YEAR OF MATH. GOD BLESS YOU... AND TAKE YOU.

Senator Harrison Williams (D-NJ)

Senator Claiborne Pell (D-RI)

Senator Walter Mondale (D-MN)

CONGRESSIONAL CHAIRMEN

Senator Warren G. Magnuson (D-WA)

Senator John L. McClellan (D-AR)

♦ *A former Congressman once said the way to get a bill through Congress is the same way one gets a song published—persuade a top singer to record your song, then compose it, and it will be published.*

In the law-making process, the first people to persuade are the key Congressional committee and subcommittee chairmen. These are the men and women who decide whether or not to hold hearings on a bill, call witnesses to testify, and guide the fledgling idea through the legislative maze. In this process, bills spend more than 75 percent of the time in committee.

It is here that legislation is shaped, written, revised, and debated. It is here that a bill lives or dies. And, if the committee chairman favors the proposal, its chances of living are good.

As in any operation, personalities as well as facts, figures, and judgment play an important role in decision making. More than any other single factor, the outlook of the committee chairman shapes the character of the bill. The men and women appearing on these pages are those who help write federal legislation that affects schools in every district of the country. Although they have divergent backgrounds, these people have one common denominator—a concern for the education of the nation's children.

Senator Harrison (Pete) Williams has just ascended to one of the two most powerful education positions in the Congress—chairmanship of the Senate Labor and Public Welfare Committee. The New Jersey Senator, who succeeded former Senator Ralph W. Yarborough, is best known in education for his support of community colleges. He is currently sponsoring a bill that for the first time would provide large-scale federal aid to two-year institutions.

Although he is most frequently associated with labor legislation for migrant farmers, worker health and safety, and care for the aging, Senator Williams vigorously advocates fuller education funding and has criticized President Nixon's plan to incorporate education in a super Department of Human Resources. He has said such a move would only "downgrade" education. He is known around the Capitol as a man who gets things done quietly and, uniquely, enjoys the respect of both liberals and conservatives in Congress.

Rhode Island's Senator Claiborne Pell is one of the Senate's blue bloods. Five of his ancestors served in Congress, and he has been decorated by four countries—twice by the Knights of Malta. Chairman of the Senate Subcommittee on Education, Senator Pell is also recognized as an internationalist, having served seven years as a career officer in the Foreign Service.

He is principally known in education circles as author of the National Sea Grant College and Program Act promoting study of the oceans and for his support

Representative Carl Perkins (D-KY)

Representative Edith Green (D-OR)

Representative John Brademas (D-IN)

Representative Roman Pucinski (D-IL)

Representative Daniel J. Flood (D-PA)

Representative Chet Holifield (D-CA)

of the National Foundation on the Arts and Humanities Act. In his 10 years in Congress, Senator Pell has earned a reputation as a cool-headed legislator, a careful researcher, and a man of his word.

Minnesota Senator Walter (Fritz) Mondale is known for his wide range of educational concerns. He has been deeply involved in the problems of Indian education, migrant workers, and hunger.

As chairman of the Select Subcommittee on Equal Educational Opportunity established in 1969, he is also one of the Senate leaders on the problems of school integration. A hard worker, he has just been named to head the newly created Senate Subcommittee on Children and Youth. As chairman, Mondale will continue hearings he began last year on early childhood legislation. He also hopes to follow up many suggestions made by the 1970 White House Conference on Children.

First appointed to the Senate in 1964 to fill the unexpired term of Hubert Humphrey (then candidate for Vice President), Mondale now outranks Senator Humphrey in seniority. (Humphrey returned to the Senate in 1971 after a six-year absence.) Senator Mondale, who has the reputation of knowing what it takes to make the legislative process work, is one of the most vocal advocates of teacher lobbying and involvement in politics.

The name of Senator Warren Magnuson of Washington, "Maggie" to his friends, would be near the top of the list if a poll were taken to pick the Senate's most well-liked member. The fifth-term Senator, who first came to Congress with Lyndon Baines Johnson in 1937, is another of those successful members who avoid publicity but get things done. And, as chairman of the Senate Appropriations Subcommittee on Labor-HEW, getting money for schools is one of the most important jobs he has to do.

The subcommittee that the Senator heads reviews the Office of Education budget each year. Under his leadership, Senate appropriations for education have generally been more liberal than those passed by the House. Magnuson, who married in 1964 at the age of 59, had the unique distinction of having President Johnson as his best man.

Arkansas' John McClellan, known as one of the "consciences of the Senate," is chairman of the Senate Committee on Government Operations. This Committee has jurisdiction over reorganizations of the executive branch, such as those recently proposed by President Nixon.

Like his House counterpart, Chet Holifield, Senator McClellan served on the two Hoover Commissions that made exhaustive studies of the federal government structure, and as Committee chairman was responsi-

ble for implementing most of the Commission's 500 recommendations. First elected to the House in 1934, he has served five terms in the Senate. Senator McClellan is probably best known for his investigations, including those of labor racketeering and the TFX airplane procurement.

Congressman Carl Perkins, a man from rural Kentucky, began his career in education as a teacher in a junior college, earning $59.60 a month. Today he is chairman of the House Education and Labor Committee, which deals with all major federal education legislation. Although Mr. Perkins has generally avoided the limelight, over the years he has sponsored most major education bills, including the landmark Vocational Education Act of 1963 and the Elementary and Secondary Education Act of 1965 and is credited with shepherding them through Congress. He also was the major figure in the 1967 and 1970 extensions of ESEA, and some say he saved the OEO poverty program from virtual extinction in 1969 when the program came up for renewal.

Representative Perkins, who has served on the Education Committee since his election in 1948, has chaired it since 1967. He has a reputation for being a patient, hard-working team player, a noncrusader who gets things done behind the scenes. The Kentucky Congressman is currently sponsoring NEA's Department of Education bill and the Mobile Teacher Retirement bill.

Representative Edith Green, the "Gentlewoman from Oregon," is known around Capitol Hill as a legislator who does her homework. This is a reason why Mrs. Green is considered one of the strongest, most influential members of Congress.

As chairman of the House Special Subcommittee on Education, the Portland legislator deals mainly with higher education legislation. But her 16 years of experience and legislative skills have earned her great respect in many other areas, including investigations of business in education and poverty politics. A former schoolteacher, Mrs. Green has been vocal in defense of women's rights, especially in the field of education. She was the major sponsor of both the 1965 and 1968 Higher Education Acts, the Vocational Rehabilitation Amendments of 1965, and the Juvenile Delinquency and Youth Offenses Control Act of 1961.

Representative John Brademas of Indiana is known as one of the "bright young men" in Congress, a person to watch. Most Washington women know him as one of Congress' most eligible bachelors. Befriended both by Speaker Sam Rayburn and Adlai Stevenson, Congressman Brademas was first elected to the House in 1958 at the age of 31.

As chairman of the House Select Subcommittee on Education, he has been identified with much education legislation and is known for his fiery speeches. In 1966, he was the major sponsor of the International Education Act. Last year he cosponsored bills dealing with drug education, environmental education, and the National Foundation on the Arts and the Humanities. He is currently one of the leaders of a drive to expand federal support of early childhood education. One of the most lettered Representatives, Congressman Brademas graduated magna cum laude from Harvard, was a Rhodes Scholar, and has his Ph.D. from Oxford University, England.

Congressman Roman Pucinski of Illinois, affectionately known as "Puci," is chairman of the House General Subcommittee on Education, which deals with legislation through the high school level—including vocational education and occupational training. Since Representative Pucinski's district includes the northwest part of Chicago, he has been strongly concerned with urban school problems.

In addition to his interest in vocational education, Mr. Pucinski is known for his support of federal aid to parochial as well as public education. The Congressman worked as a staff reporter for the *Chicago Sun-Times* for 20 years before he was elected to Congress in 1958.

Representative Daniel Flood of Pennsylvania is one of the most colorful members of the House and perhaps its most dazzling fashion plate. As chairman of the House Appropriations Subcommittee on Labor-HEW, he is also one of its most powerful members. His Subcommittee has jurisdiction over all Office of Education funds. Congressman Flood assumed chairmanship in 1967 and since the late 1960's has dealt with a rapidly expanding federal school budget.

In 1970, Representative Flood was at the center of one of the greatest controversies of the 91st Congress —President Nixon's veto of the labor-education money bill. Largely because of the delay in school financing caused by that veto, last year Representative Flood established a legislative precedent by acting separately on the Office of Education money bill. The Congressman, who resides in Wilkes-Barre, Pennsylvania, was first elected to Congress in 1944.

Congressman Chet Holifield is one of the House's old-timers. Elected in 1942, he is dean of the California delegation and ranks ninth in House seniority. Although he has been strongly supportive of federal school aid, he earned his reputation in other fields. As newly elected chairman of the House Government Operations Committee, Representative Holifield will oversee hearings on the reorganization of the executive branch, including President Nixon's plan to incorporate education into a new Department of Human Resources, and NEA's proposal to establish a separate Cabinet-level Department of Education.

Mr. Holifield is one of the few Representatives who is almost totally a self-made man, and his astuteness and diligence have made him one of the House's most highly respected members. He also has the distinction of being the only Congressman in history to have managed legislation creating two Cabinet-level departments—Housing and Urban Development in 1965 and Transportation in 1966. □

SCHOOL RECORDS CAN BE AN INVASION OF PRIVACY

VIVIEN STEWART TEITELBAUM, *Russell Sage Foundation, New York.*

□ **The advent of computer technology has brought** enormous gains in the fields of science and industry. It has also made possible experimentation in such developments as individualized instruction on a scale that would previously have been impossible.

However, the same properties that make the computer a boon to man also pose a threat to individual privacy that is only now becoming widely recognized. The computer's ability to record large amounts of information, maintain it permanently in a centralized fashion, retrieve it rapidly, and communicate it widely and instantly can render the individual powerless in the face of credit agencies or government bureaucracies, for example.

Computerization of school records will undoubtedly become well-nigh universal in the 1970's. While contributing enormously to the school's efficiency, such a development brings with it the danger that the mistakes of youth (real or alleged) will be indelibly recorded, to haunt the individual for the rest of his life.

Years ago, when schools were small and curriculums simple, records typically consisted of attendance notes and examination grades. Today, school reports contain batteries of aptitude and personality tests, counselors' observations, and reports from nonschool agencies—including social workers' reports and psychiatric evaluations of the child. Accumulation of all this information on students and their families has inherent dangers, and principals, counselors, and teachers have not been insensitive to the problem.

A variety of procedures have been developed to reconcile the conflicting claims of society's right to information and the student's right to privacy. However, such policies are usually unsystematic and frequently ambiguous at best. Requests for information from third parties are generally dealt with on an ad hoc basis. Not only does this place enormous burdens on principals and counselors, who are forced to make hurried decisions on extremely subtle and complex issues, but the student's right to privacy is potentially endangered.

Difficult ethical and legal questions surround the whole area of record keeping, but the essence of the problem can be summarized as follows:

- What kinds of information about pupils should be maintained in schools?
- Who should have access to this information?

An obvious answer to the first question is that only information which is directly relevant to the educational process should be maintained. This criterion is fairly broad, since many aspects of a child's family life are known to affect his progress. Presently, however, school records often contain information about a student and his family that is clearly *irrelevant*, even under the broadest definition of relevance. In our society, people have traditionally had the right to keep such highly personal information to themselves, or at the very least to decide to whom and under what

conditions they will make it available.

Not only is much of the information in school files highly personal, but in some cases it may include unverified anecdotes, accusations, and hearsay. Since some school records are kept for several decades after a student has graduated, the need to ensure the accuracy of information must be an important ethical consideration in record keeping.

The rights of three groups of people should be considered in determining a responsible policy governing access to such records. First, school personnel have a clearly established right to use these records for educational purposes. Second, the pupil or his parents have the right to be protected from indiscriminate use of personal information. Finally, nonschool agencies, such as colleges and potential employers, have a legitimate interest in a child's record, although the extent of their interest is often a matter of dispute.

Current practice seems to favor school personnel and outside agencies over students and parents. For example, when 54 school districts were asked who has access to their entire pupil files, the answers were as follows: Forty-three districts allow teachers to use all the files; 31 also make such records available to the school nurse; 29 open their entire files to FBI and CIA officials; 23 give records, without subpoena, to juvenile courts; 18 give records to the local police. In contrast, only 8 districts allow parents to see the files, and only 5 afforded students that right.

In 1969, a group of educators, lawyers, and social scientists met to consider questions involving collection of information and access to it. The conference, convened by the Russell Sage Foundation, did not attempt to provide definitive answers but rather to establish a set of guidelines that were simultaneously general enough to form a useful basis for discussion for all school systems in the United States, yet specific enough to aid in the solution of particular cases.

The conference report, *Guidelines for the Collection, Maintenance, and Dissemination of Pupil Records,* gained considerable attention in the national press and was distributed widely with the aid of the American Association of School Administrators and the National Association of Secondary School Principals (both NEA-associated organizations), the National School Boards Association, the American Personnel and Guidance Association, and many interested local groups. It also attracted attention from colleges, hos-

The Great Big Gossip Machine Knows All, Tells All.

Somewhere in this great land of ours there is a computer stashed full of information on you. Whenever you want a bank loan, a credit card, or a job, this computer will, in a matter of seconds, give some total stranger almost every detail of your life.

Unfortunately for most of us, the computer is unable to discriminate between fact and malicious gossip and once the information is fed into it, it stays there forever.

The other day I was considering going into a car pool with three other men, Hicks, Kroll, and Anderson. I have known these men casually for years, but when you join a car pool, you really want to know what they're like.

So I asked a friend of mine in the retail credit business if I could use his computer for a few hours.

He agreed and I went down there and typed out: *"What do you know about Hicks, Al, who lives at 43 Lover's Leap Terrace?"*

The computer started chattering, *"Hicks, Al, born October 23, 1925, bottle fed, bed wetter until 7 years old"*

I typed back, *"Forget about childhood and give me some other facts."*

The computer replied, *"Hicks has a domineering wife whom the whole world thinks is as sweet as maple syrup. Whenever she gets mad at him, he starts biting his nails."*

"I'm not interested in that. What's the condition of his car?"

The computer paused for a few seconds and then tapped out, *"Hicks owns 1957 Buick convertible for which he is still paying $80 a month. It has been in the garage 33 times and has cost him $1,500 in repairs. Two of the springs in the back seat are broken and he needs new snow tires. He has the car washed once a month.*

"Hicks never cheats on his wife, though he thinks about it a lot."

"That's enough," I told the computer. *"Now give me a rundown on Kroll, H. G., who lives at 1 Lion's Den Circle."*

The tapes in the computer started turning furiously and finally stopped. The teletype began to chatter, *"Kroll, H. G., had strong mother who dressed him in sailor suits until he was 13 years old."*

"Get on with it," I typed impatiently.

"He owns a 1970 Mercury four-door which has special silk seat covers. Likes to dress up in his wife's clothes when children are at camp."

"That's enough," I typed angrily. *"What about Anderson, E. L., 198 Dover Cliffs?"*

"Anderson is having a big thing with a lady cosmetics buyer from Lord & Taylor."

"What about his car?" I demanded.

"They don't use his car. They use hers."

"I didn't mean that. Is his automobile safe for our car pool?"

"It is now, but if Mrs. Anderson ever finds out about the buyer . . ."

"Thank you very much," I typed. *"You've been most helpful."*

"Don't mention it. Oh, by the way, when are you going to stop beating your wife?"

—ART BUCHWALD, © *The Los Angeles Times, 1971.*

pitals, and business establishments—indicating that the problem is one shared by many institutions in our society.

The report showed, by means of examples, that the present lack of *clearly defined* and *systematically implemented* policies regarding uses of information about the students allows *possible* intrusions on the privacy of pupils and their parents. It did not argue that such intrusions occur in all or even in many cases.

Briefly, the report offered the following recommendations:

- No information should be collected about a student without the informed consent of parents and, in some cases, the child. Whether such consent should be obtained individually or simply through the parents' representatives (for example, the school board) would depend on the nature of the information.
- Information should be classified so that only the basic minimum of data appears on the permanent record card, while the rest is periodically reviewed and, if appropriate, destroyed. These types of data should also be treated differently in terms of access to them.
- Schools should establish procedures to verify the accuracy of all data in their pupil records.
- Parents should have full access to their child's records, including the right to establish the accuracy of the information.
- No agency or persons other than school personnel who deal directly with the child concerned should have access to pupil data without parental or pupil permission (except in the case of a subpoena).

Despite inevitable local variations in the interpretation of the guidelines, certain general implications follow from an attempt to implement the principles involved.

First, adoption of a truly fair system of record keeping will undoubtedly entail extra administrative work—especially in the early stages. The conferees who produced *Guidelines* are well aware of the administrative burden already borne by invariably understaffed schools, and some key recommendations are designed to reduce the school's work load. For example, the ruling that third parties must obtain parental permission before requesting pupil information places on outside agencies the task of getting in touch with the parents. Indeed, the very fact of having a comprehensive policy reduces the number of decisions hard-pressed individuals must make.

Second, the issues of record keeping have far wider implications than the protection of students' and parents' privacy, important as this is. Most school systems face demands for increased participation in the decision-making process from both parents and students, many of whom fear the school as a vast bureaucracy.

Exclusion of parents from the life of the school has caused many schools to lose the kind of confidence and trust they need for any educational program to work effectively. The maintenance of "secret" record files, for example, is conducive to suspicion, if not paranoia. Parents begin to suspect that the data may be either inaccurate or misleading, or possibly that a report of some youthful misdemeanor may remain indefinitely to jeopardize their child's future.

In contrast, the opening of school records to parental inspection provides an opportunity for increasing the feeling of involvement and trust in the school. An obvious place to start is to involve principals, teachers, counselors, parents, and students in frank discussions about record-keeping policies. Such discussion would provide an opportunity to restore parent confidence in school personnel and might well initiate closer home-school cooperation.

The benefits to students and families of an equitable system of record keeping are clear and tangible. Not quite as tangible but equally important are the long-term benefits to the school. Benefits like this easily warrant the administrative effort such a system of record keeping imposes. □

UNFINISHED STORY

CALLING ALL ELEMENTARY TEACHERS

□ The editors of TODAY'S EDUCATION are looking for new ideas for the "Unfinished Story" feature, which has been so popular with elementary teachers since its inception in 1962. We're sure that there is a wealth of material to be mined in your classroom, and we invite you to submit a story (and questions for class discussion) preferably dealing with a real situation. The author's by-line will accompany the story, unless he'd rather be anonymous.

Needless to say, only a limited number of entries can be used. But take heart! Each teacher who submits an unfinished story will receive a set of cutout characters for use in dramatizing unfinished stories.

The cutouts include boys and girls of various ages and races, as well as teachers and parents. We're sure that your students will enjoy acting out situations in the unfinished stories, using the cutouts in pantomime or other types of dramatic play.

Mail your entry to TODAY'S EDUCATION, Dept. P.D., 1201 16th Street, N.W., Washington, DC 20036. Your story should not exceed 500 words. Paste the mailing label from a copy of TODAY'S EDUCATION at the top of the page, and be sure to give the name of your school and the grade taught at the end. We look forward to hearing from you! □

Teacher Retirement

□ **This article covers two of the primary considerations** in planning for your retirement. The first is retirement income, and the second is retirement housing. These should be considered as early as possible during your active teaching years to permit you the opportunity to enjoy the options available to you upon retirement.

For most teachers, the major source of income upon retirement is from the teachers' retirement system. Since 1946, all public school teachers have been covered under some state or local retirement system. Established and regulated by state law, these systems are generally administered under a board of trustees and participation in them is mandatory, with the exception of certain personnel in the field of higher education.

The years of service used in computing your retirement benefits are called *creditable service* and, in addition to covered service, may include teaching in overseas dependents schools, military service, out-of-state service in another state teachers' retirement system, and teaching prior to the establishment of the retirement system. This last item, which is referred to as *prior service credit*, is usually available to the teachers without cost. Out-of-state service credit, military service credit, and teaching in overseas dependents schools are generally purchased by the teacher at a cost which is related to the contributions that would have been made by the teacher had he been a participating member of the system, plus the interest earned during those years for which credit is sought.

If you have been mobile in your career or plan to move in the future, provisions for early vesting and out-of-state service credit are of great importance to you. At the present time, early vesting of contributions and the purchase of out-of-state credit are the only means of preserving your retirement credit. Vesting is defined as your right to receive a retirement benefit from a retirement system after either a specified number of years' service or upon reaching a specified age.

The earlier that vesting occurs the more security you have in preserving retirement credits should you become mobile. The NEA recommends vesting after no more than five years of creditable service with benefits payable at normal retirement. The purchase of out-of-state service credit refers to the right to purchase credit in one system for service in another system. For teachers who are mobile, have no vesting, and cannot purchase out-of-state credit, the cost of their moving includes the loss of their retirement credits and, with it, retirement benefits.

The NEA recommends that all states permit teachers to purchase 10 or more years of out-of-state credit which is not vested elsewhere. Currently, 15 state and local systems permit vesting after five years, and 12 permit the purchase of at least 10 years of out-of-state service credit. In 1968, an NEA-National Council on Teacher Retirement Task Force was assigned to study the mobility problem and make recommendations for its solution. In concluding that the problem of mobility was truly an interstate one, the Task Force recommended that federal legislation be considered to assist the states in solving the mobility problem.

Last year, HR 13916 was introduced in Congress by Representative Carl D. Perkins, chairman of the House Education and Labor Committee, in response to this problem. The bill was based on the recommendations contained in the NEA-NCTR Task Force report and was known as the Mobile Teachers' Retirement Assistance Act. The bill did not reach the floor in the 91st

Congress. This session, the identical bill has been reintroduced as HR 1492 by Representative Perkins.

The bill contains two programs based on early vesting and out-of-state credit with optional participation at the state level. In order to qualify for participation in the programs, a state would have to provide for vesting after five years' covered service and permit the purchase of 10 years' out-of-state service. The bill contains provisions which require the federal government to share in the cost of the programs. From the early vesting program provision, the teacher would receive a vested deferred benefit from the state in which the credits vest.

Through the formula, the federal government would provide a subsidy to the particular state, which would be used to increase the vested deferred benefit of the teacher based on the state formula. The out-of-state credit programs would provide for a federal, state, and teacher sharing of cost in purchasing such credit not vested elsewhere. The federal money, which is approximately 40 percent of the cost to purchase credits, would be paid to the state to use in calculating the benefit for the teacher based on the state formula. Enactment of HR 1492 would greatly alleviate the loss of credits for mobile teachers and is strongly supported by the NEA.

Normal retirement benefits vary both in type and amount among the different systems. Some systems provide a pension, some provide an annuity, and some provide both. The following examples indicate how these benefits are calculated and paid.

1. Your contributions, your employer's, and the accrued interest on investments in fixed income securities are used to purchase an *annuity*, the amount of which is determined by the use of actuarial tables.

2. A *fixed percent* is applied to your final average salary multiplied by the number of years you were a member of the system. For example: The retirement benefit is calculated as a percent of final average salary times creditable service. Assuming a 2 percent formula, a final average salary of $8,400, and 30 years' service, the benefit is: 2 percent of $8,400 × 30 years of service = $5,040 per year.

3. Provisions of 1 and 2 are combined to provide both a *pension* and *annuity* payments. For example: The retirement benefit is an annuity based on the member's accumulated contributions and interest and a pension from employer funds, which is calculated as a percent of final average salary times years of creditable service. Assuming a 1 percent formula, a final average salary of $8,400, and 30 years' service, the benefit is: 1 percent of $8,400 × 30 years of service or $2,520 per year, plus the annuity.

4. A *variable annuity* is similar to 1 above, except that the amount of the annuity payments to you is dependent on the interest earned by the annuity on investments in equities.

You should estimate your anticipated normal retirement benefits as well as early retirement benefits. In addition to the above, you should also investigate the various death and survivor benefits available under your system to protect your spouse and surviving children in the event of your death before or after retirement.

Many systems either reduce or suspend benefits of retirees who engage in employment after retirement. After estimating your total retirement income, determine whether you will be required to work parttime to supplement this income, what work restrictions your retirement system maintains, and how this would affect your retirement benefits. If you are eligible for social security benefits, make an inquiry at the local social security office to determine what benefits you are eligible to receive and any restrictions that may be placed on those benefits if you earn income after retirement. [See the article on social security in the April 1971 JOURNAL.]

In recent years, retirement systems have made significant strides toward providing adjustments to retirement income. Approximately 30 teachers' retirement systems provide automatic cost-of-living increases. These increases are generally in fixed percentage amounts, tied to the Consumer Price Index, or in the form of a variable annuity. The increases are intended to prevent inflation from eating away the purchasing power of the initial benefit.

When you reach retirement age, your needs and desires with respect to housing may change substantially. Children will have grown up and established their own homes, and need for large amounts of space will have been reduced. If you plan to travel during most of your retirement years, your housing needs will be substantially different from the needs of a teacher who plans to remain in one location.

Retirement housing is today being made available on an increasing scale. Some retirement housing developments consist of entire communities planned around the needs of retired persons; other housing consists of small developments or even single buildings. Some developments provide not only housing and meals but also various other facilities and activities, such as cultural pursuits.

Not all retirement housing has been built by private developers. Many facilities have been developed by state and local education associations and other nonprofit groups. Nonprofit housing built with federal financial assistance is generally less expensive than privately developed retirement housing, but not necessarily less attractive or desirable. Whatever type of housing is required to meet your individual needs in retirement, it is important for you to plan ahead.

Teachers nearing retirement should consider many issues in planning for retirement; only the surface of some important considerations has been covered in this article. Each individual situation is different; and, each of you must do the major share of the planning if retirement years are to be enjoyed.

For additional information write: Office of Teacher Retirement, National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

—NEA Research Division.

THE ASSOCIATION AND THE SCHOOL BOARD

Ellwood Erickson

◆ *"What is the ideal role of teachers associations and school boards?" NEA President Helen Bain recently asked. "Beyond negotiation and bargaining—after the contract is signed—what are the ways they can close ranks and go out and sell education to the community?"*

To seek some answers to this question, TODAY'S EDUCATION *recorded a dialogue between Kenneth E. Buhrmaster, president of the National School Boards Association, and Ellwood Erickson, a former classroom teacher who served two years as a local association president in Livonia, Michigan. Mr. Buhrmaster is a businessman in Scotia, New York; Mr. Erickson is now with NEA's Center for the Study of Instruction.*

Buhrmaster: May I say right at the beginning that I personally believe that education in our nation has improved greatly in many areas. But we—school board members and teachers association members—have to recognize that citizens now seem to feel that the schools are doing a poor job.

Erickson: I agree. The board and the local teachers association must begin communicating with the public much more effectively than we have been—not only for the benefit of teachers but for the benefit of the whole educational system.

Buhrmaster: We've done a poor job selling the schools. I realize that as a rule it's bad or sensational news that sells newspapers. But, on the other hand, we have interesting constructive things happening in education regularly, and we don't communicate that.

Erickson: I believe that most communities see themselves as having little impact on what happens in their school system. Consequently, their response is apathy.

Buhrmaster: In the past, citizens weren't too interested in the schools and believed that their children were getting a pretty good education. But this is not so anymore—at least not in my community. During the past 10 years, the public has become increasingly concerned about what's been going on in the schools.

Erickson: What we have got to do—those of us working in associations and on school boards—is to bend every effort toward letting people in to see the results of our efforts, because I don't think we've been showing them that.

Buhrmaster: We can do other things, too. For example, the school board person needs a better understanding of the role of the teacher and vice versa.

Erickson: Let me remind you that in this dialogue I'm speaking to you not in the role of a former teacher but as a former association president. Those are very different roles. For example, were I a teacher—and were all teachers simply teachers—there would not be an occasion for you and me to talk like this. That brings me to what I would like to get at here: What is the role of the organized teaching profession in relation to school boards?

Buhrmaster: I have been a member of the New York State Educational Conference Board for a considerable period, and its chairman for six and a half years. This group includes school board members and teachers association members, as well as secondary administrators, elementary administrators, business administrators, and representatives of the PTA's and similar organizations. In New York State, much has been done cooperatively to further the cause of education, in large part because school boards and teachers associations and all of these other organizations that I have mentioned have walked hand in hand down the street—

Erickson: To the capitol?

Buhrmaster: Yes. And we sold the legislature on the idea that they should provide the schools with

Kenneth E. Buhrmaster

better support. We have, in my opinion, improved our educational output greatly, although we still haven't improved it enough.

Erickson: What does it take to get the School Boards Association ready to work cooperatively on this?

Let me answer my own question by way of a little story. When I entered the teaching ranks, I was eager to get involved and I volunteered for committees. One day, as a member of a curriculum committee in my school system, I met in the school board office—after school was over. I sat down with the superintendent and with some of the most important people in the district.

Now, I submit that it is unrealistic to assume that I was involved in a real cooperative venture with these individuals. They overwhelmed me—quite unintentionally, I'm sure. What I would like to suggest is that I seriously doubt that there is going to be room for much cooperative endeavor unless and until the local association has flexed its muscles and experienced its organized strength. When its members feel themselves part of a viable, vital, and going organization on their own behalf, they can go arm in arm to the capitol, much more meaningfully than would otherwise be possible.

Buhrmaster: If a teachers organization and its president feel that their request to upgrade education is being placed before a group of people that they cannot communicate with, then this indicates something pretty bad.

Erickson: Similarly, there is also something bad when a board can't approach the teachers association. And I think that both groups can get more mileage by working together cooperatively.

Buhrmaster: I agree. But even working together, both groups have got to do a better job in selling our product. And this gets us back to the public's expectations about their schools. Parents today expect quality education. They are concerned, for instance, when they see teachers demand more money for working a short workweek and a 180-day year.

Erickson: What you're saying, I believe, is that we educators must maintain accountability for the *quality* of our performance. That I accept with open arms.

I would add, though, that a teacher functioning with 150 students a day in five-hour segments during the day five days a week just does not have energy to tackle any more *quantitatively*. You cannot extend the school day or the school year and expect many more qualitative results.

What we have got to do is to relieve the teacher load to allow the teacher time to behave as more of a professional than he has been so far.

Buhrmaster: What I'm concerned about is the criticism that John Q. Public can level at educators when he says, "Is the teacher working the same period of time that a doctor, an engineer, a banker, or somebody else works?" However, I believe, as I'm sure you do, that a good teacher can do as good a job in 43 minutes as a poor teacher can do in two hours.

Erickson: But, you see, that is the whole point. I don't think that time is the most significant variable in the quality of the teacher's work.

Now, let's take your analogy of the doctor or the engineer, and consider the university professor. These people have time to schedule their tasks so that they can retreat from front-line activity for research, for writing, for planning, for cooperative endeavors with their colleagues. Those options are not available to the classroom teacher by and large. The teacher, after having been in front of a classroom for the period of time day in and day out, just does not have the time or energy to work together with his colleagues. And that is crucial.

There have been situations where teachers have been given this time —and, for my money, this has resulted in fantastic improvement in the quality of education in that school.

In other words, it seems to me that time spent with classes is one of the more insignificant variables that affect the job of a teacher. Yet as a school board member that is the issue you want to bring up initially. That bothers me.

Buhrmaster: I'm glad it bothers you because it's high time that teachers and teachers organizations become aware of the criticism that the public is placing upon you—rightly or wrongly.

Erickson: But would you agree that there are much more important educational issues to address to the community—to the public? I think we've lost sight of the other

variables that affect the teacher's job and the quality of his performance.

Buhrmaster: When you negotiate, what is the big issue?

Erickson: Here I speak from close experience. Initially, the biggest issue to be negotiated is money. Then that becomes very closely tied to time. But after the negotiation process is repeated for five or six years, the single biggest issue becomes the professional latitude that a teacher has.

As a teacher, am I going to have anything to say about the evaluative techniques that I will be using in my classroom? Am I going to have anything to say about the diagnostic help available to my students? Am I going to have anything to say as a professional about the materials to be used in my classroom? Those, in my opinion, have become the biggest issues in negotiations—not salary or time.

Buhrmaster: Here I believe you must take your criticism as would almost any group. Teachers frequently resist change.

Erickson: I believe that one of the reasons for this is that most changes come down from above as mandates—most of the decisions are made without the real cooperation of the teachers.

NEA President Helen Bain has said that "teachers must become the agents of change rather than the victims of change." Now, I believe that teachers have often been the victims of change.

I think there are two points to be made here:

First, groups of people outside of the classroom should no longer be able to decide unilaterally what things are going to happen in the classroom or what new program is going to be instituted.

Second, associations and school boards ought not to pretend to be cooperative when, in fact, they are not.

Buhrmaster: Well, I think they should start being cooperative. Let me cite two illustrations. Sometimes I am shown through a school where the visual aid room is full of nice equipment that is gathering dust because teachers aren't making use of it.

Now this may be somebody else's fault, but it's the teachers' fault if the equipment is there and the teachers don't insist on being allowed to use it.

Erickson: No doctor is going to use surgical equipment until he has been trained to use it. Teachers, too, need training in order to make effective use of new equipment. Most teachers don't need training in how to handle an overhead projector. They *do* need training in how to incorporate the new media into their instructional program.

Buhrmaster: Isn't that an area where school boards and teachers associations and administrators must do somethng?

Erickson: We are now seeing examples of contracts across the nation that specify setting up in-service education opportunities. The teachers often express a need, and the contract provides the means of fulfilling that need. This is a very good example of cooperation.

Buhrmaster: If your teachers associations feel that a particular new device should be used in education, perhaps the only way to get it is to set up an in-service program of some sort.

Erickson: I think teachers ought to have monies available that can be allocated at their discretion—either at the building level or at their own classroom level—to experiment with new practices, new techniques, new materials. Lately, some school systems have, in effect, set up little foundations on their own and then allowed teachers to draw on this money to engage in research and development activities.

Buhrmaster: For some time, the National School Boards Association has been urging more support for educational research and development. Next year I may be a part of meetings with NEA and NSBA, and I would hope that one of our big cooperative pushes would be on behalf of increased expenditure for research and development. This should be done even at the expense of improvement in other phases of education, because without it we don't have good direction.

Erickson: Let me ask: Do you think that the level of communication has changed for the better between the teachers and the school boards?

Teachers used to talk as teachers. Now many of us are talking as representatives of an association. Has that changed the communication at all?

Buhrmaster: I think school board members have grown up and, in general, most school boards are now doing a better job of communication. In teacher organizations, too, you have, in general, an improvement.

Erickson: I live with the faith that the organized teaching profession has generated better communications not only with school boards but, in many instances, with communities.

Buhrmaster: I believe that teachers have become a group with visibility, stature, and credibility in the community.

Erickson: What are your feelings about teachers' organizing politically?

Buhrmaster: Teachers are citizens, and, as such, should assume the same responsibility that we school board members should assume.

Erickson: I'm glad to hear you say that. I've been very pleased to see instances where teachers' associations and school boards have gone through tough, hard-nosed bargaining, and yet negotiation has been conducted in an air of trust, of amicability. Each side is operating with real strength—oftentimes newfound strength. What I look forward to is having the school board and the teachers association—each with its own identity, each with its own strength—working cooperatively together on behalf of better schools. □

◆ *The NEA Board of Directors, recognizing the need for improved communications as cited in this article, has called on teachers of the nation "to take the lead in holding town meetings to improve the schools" (*NEA Reporter, *March 19, 1971). The town meeting format could provide an excellent setting for school board cooperation with associations.*

□ **At the NEA convention in Detroit, June 26-July 2,** delegates will review the programs approved and funded by the 1970 Representative Assembly. They will also propose new programs and policies to accomplish Association goals, approve the new budget, and elect Association officers.

Among the many topics which delegates will discuss are these: UniServ, the achievement of a Cabinet-level Department of Education, and the NEA Constitutional Convention.

Reproduced here is a capsule program for convention week. Reports of the convention will appear in subsequent issues of TODAY'S EDUCATION and the *NEA Reporter* and in taped and filmed highlights available from the NEA.

Following the convention, the NEA Educational Travel Division is making three special trips available to all NEA members and their families:

• *Greenfield Village and Ford Museum Tour.* This chartered-bus tour on Saturday, July 3, includes the Henry Ford Museum, Greenfield Village at Dearborn, and an evening performance of the American Drama Festival. The $17 price includes all transportation, admission costs, luncheon and dinner, theater ticket, taxes, and gratuities. If the tour is not filled by June 18, tickets will be on sale at the Travel Division booth at Convention Hall.

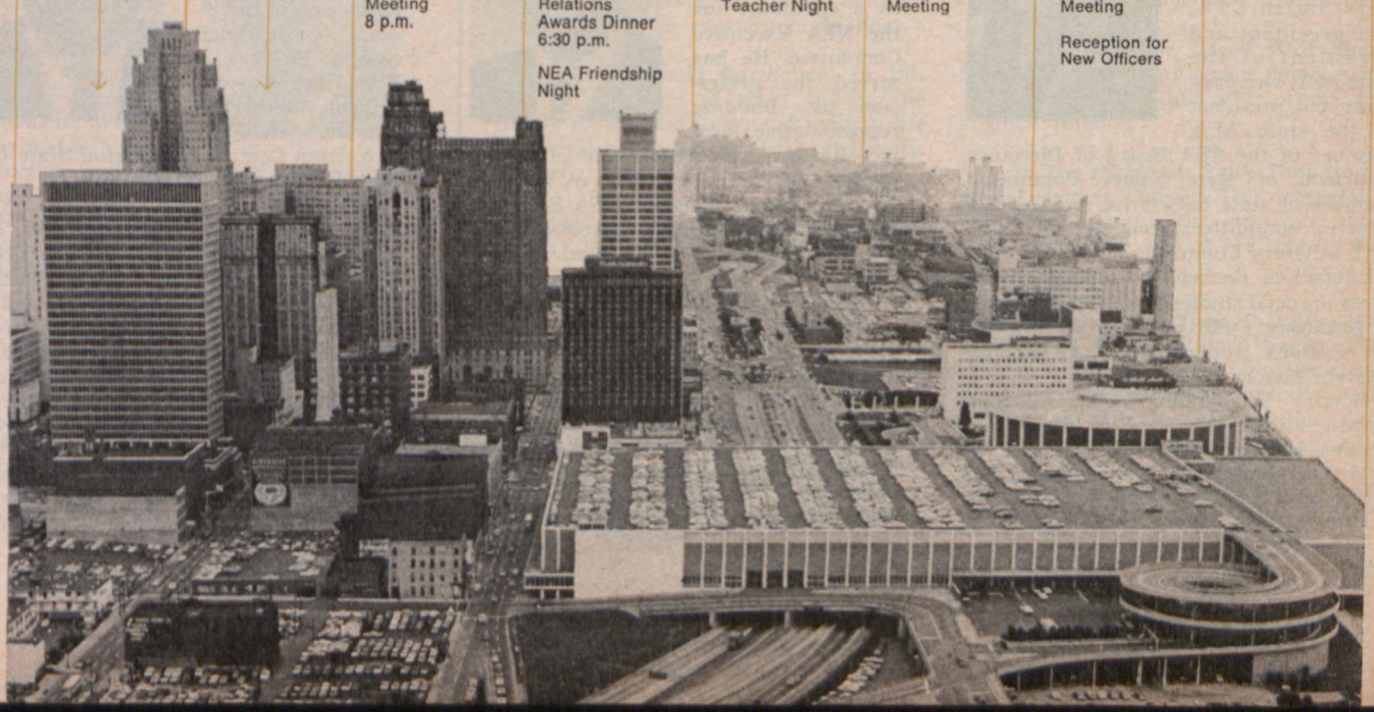
• *Hawaiian Love Affair.* A 16-day (July 3-18) tour of five Hawaiian islands. Transportation will be via Northwest Orient's new 747 jets. The price ($599, plus $38 tax and service) includes all transportation, hotel accommodations, sightseeing as scheduled, transfers, baggage handling, etc.

• *Charter Flight to London.* NEA/CW-18 Flight (Detroit-London-Detroit). The round-trip jet flight (July 3-22) costs $245.

Complete details on post-convention travel opportunities are available from the NEA Educational Travel Division, 1201 Sixteenth Street, N.W., Washington, DC 20036. □

DETROIT CONVENTION CAPSULE

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
June 26	June 27	June 28	June 29	June 30	July 1	July 2	July 3
Registration and Exhibits open 9:00 a.m. Departments National Affiliates Associated Organizations (ACT and others)	Departments National Affiliates Associated Organizations (ACT and others)	State Delegations Committees Commissions Councils NEA Task Forces NEA Units Open Hearings: Budget Bylaws & Rules Resolutions	State Delegations NEA Business Meeting 9:30 or 10:00 a.m.	State Delegations NEA Business Meeting 10:00 a.m.	State Delegations NEA Business Meeting 10:00 a.m. State & NEA Prof. Services Center Exhibits close 12:00 noon	State Delegations Polls open 8:00 a.m. NEA Business Meeting 10:00 a.m. NEA General Registration closes 12:00 noon	Constitutional Convention Organization Meeting Hall A (for Con Con delegates and observers) Meeting begins 9:00 a.m.
	Special Groups (Luncheons, 12:15 p.m.)		(1 to 1½ HOUR LUNCH BREAK) GROUP LUNCHEONS ARE NOT SCHEDULED ON THESE FOUR DAYS, AS THEY WILL BE DEVOTED TO MEETINGS OF THE NEA REPRESENTATIVE ASSEMBLY.				
	ACT Delegates Registration closes 1:00 p.m.	NEA Board of Directors Meeting	NEA Business Meeting 1:30 p.m. NEA Delegate Registration closes 5 p.m. Commercial Exhibits close	NEA Business Meeting 1:30 p.m.	NEA Business Meeting 1:30 p.m. Dinner Break	NEA Business Meeting 1:30 p.m. Polls close 3:00 p.m.	
		NEA General Meeting 8 p.m.	Human Relations Awards Dinner 6:30 p.m. NEA Friendship Night	Classroom Teacher Night	NEA Business Meeting	NEA Business Meeting Reception for New Officers	



NEA Candidates To Be Voted On in Detroit

NEA Standing Rule 10, in "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in TODAY'S EDUCATION and the

CATHARINE BARRETT

For Vice-President (President-Elect)

Catharine, an inner-city classroom teacher, is a member of NEA's Executive Committee and Board of Directors; past president of the New York State Teachers Association and of the Syracuse Teachers Association.

For more than a decade, Catharine has led the fight for:

Reform of her local—making it an effective teacher advocate, winning one of the best and earliest negotiated agreements in the nation.

Reform of NYSTA—making it more responsive, putting power firmly in the hands of local associations.

Reform of NEA—heading the Con Con Planning Committee, working to make services more relevant to the needs of members, locals, and states.

Catharine Barrett . . . classroom teacher candidate . . . fighter for teacher and human rights . . . ideal candidate for NEA president in the year Con Con's recommendations will be implemented.

MARIAN COCHRAN

For Vice-President (President-Elect)

Miss Cochran, an Albuquerque social science teacher and past president of the National Council of State Education Associations, has given professional service and leadership throughout her 22-year career. Education legislation, TEPS, PR-&R, and economic services committee work earned Marian the presidency of Albuquerque Classroom Teachers Association in 1964-65. Elected state NEA-New Mexico president for 1968, Marian led educators in statewide sanctions that brought about educational finance reform legislation.

Marian served on NEA's Task Force on Con Con, Con Con Drafting Committee, and SNEA Special Project Advisory Committee. As NCSEA president, she vigorously supported NEA goals and priorities, resolutions, and reports among state associations.

Marian earned both her B.A. and her M.A. at the University of New Mexico.

THELMA F. DAVIS

For Vice-President (President-Elect)

Served two terms on the NEA Executive Committee; vice-president, president-elect, president of the NEA Association of Classroom Teachers; chairman, ACT Thanksgiving Study Conference; recipient of H. Council Trenholm Memorial Award for work in Human Relations; member, ACT Forum; secretary, president-elect, president of the Georgia Association of Classroom Teachers; president of her local unit; two terms on the Georgia Council for Teacher Education; life member of the NEA; honorary life member, Georgia School Boards Association and Georgia Congress of Parents and Teachers; listed in *Who's Who of American Women, Who's Who in American Education, Who's Who in American Politics;* TIP (Teacher in Politics) specialist for two years; delegate to 1964 Democratic national convention; NEA delegate to five WCOTP assemblies.

Thelma Davis is ready to serve you.

C. RAY BAKER, JR.

For Executive Committee

C. Ray Baker, Jr., classroom teacher from Fort Smith, Arkansas, has held these positions: vice-president and president of the Fort Smith CTA, vice-president and president of the state ACT, vice-president and president of the state AEA, member of the AEA Board of Directors, chairman of state Salary Committee, member of state Legislative and Teacher Welfare committees, member of NEA-ACT Advisory Committee.

Education: Bachelor's and master's degrees in social studies from the University of Arkansas; Fulbright Scholarship, Middle Eastern studies; NDEA Grant, Far Eastern history.

Honors: Outstanding Young Educator Award, Junior Chamber of Commerce; Golden Apple Award, CTA.

Memberships: CTA; life member, AEA and NEA; NCSS.

Family: wife, Nancy; son, Brett Alan.

MURL E. HUFFMAN

For Executive Committee

The Ohio Education Association is presenting Murl E. Huffman, political science teacher in the West Carrollton City High School, as a candidate for the NEA Executive Committee. He has served the profession as: building representative, local vice-president and twice local president; member for five years, Ohio ACT Executive Committee; member, OEA Executive Committee; OEA president, stressing service to members and increased decision making.

Believing in political action, Murl has served NEA Representative Assemblies, NEA Resolutions committees, and NEA's Freeman Committee on Unification Implementation, helping to recommend guidelines for UniServ.

Murl, an honorary Rotarian, is married, has three children, and is a graduate of Manchester College, with additional studies at both Miami and Ohio State.

ESTER F. WILFONG

For Executive Committee

Now coordinator of paraprofessional training for the Tacoma (Washington) School District, Ester F. Wilfong has been a Washington teacher all of his 19-year professional career. He has a B.A. from Eastern Oregon College, La Grande, and an M.A. from Central Washington State College, Ellensburg.

Wilfong is presently chairman of the NEA Citizenship Committee. He has served on the NEA Task Force on Urban Education, as chairman of the NCSEA Committee on Urban Education, and as chairman of the NEA-ACT Classroom Teachers National Study Conference. A past president of the Washington Education Association, he has been chairman of WEA's Legislation and Citizenship committees and a member of the WEA Federal Relations and De Facto Segregation committees. He has lobbied for education at both state and federal levels.

NEA Reporter a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated department within his state, and who has filed and presented such data by March 1. . . ."

TODAY'S EDUCATION *here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president (president-elect), the Executive Committee, and treasurer, whose sponsors have met the requirements stipulated in Standing Rule 10.*

EUGENE M. KAROL

For Vice-President (President-Elect)

Eugene Karol, 36, past president of the 30,000-member Maryland State Teachers Association and member of the NEA Executive Committee, advocates professional negotiations, professional autonomy, political action, and professional rights for teachers. As an association leader in the state of Maryland, he was instrumental in securing the Professional Negotiations Act of 1968 and a professional standards board. He narrowly missed achieving a Professional Practices Commission in 1970.

While president of his 5,000-member local association, Gene established a community service group, a political action organization for teachers (one of the first in the state), and an apartment facility for retired teachers.

For two years, Gene, who holds a master's degree, served as chairman of the Maryland Council of Urban Education Associations.

NELSON KREUZE

For Treasurer

The Michigan Education Association is proud to present Nelson Kreuze as a candidate for reelection as NEA treasurer. His extensive background in local, state, and national teacher association activities as well as in financial management makes him an extremely well-qualified and able candidate.

Nelson participated actively in developing the Program Budgeting System that was adopted by the 1970 NEA Representative Assembly and he is dedicated to its full implementation. He firmly believes that unification and the UniServ program are essential to the building of strong, viable local associations and that they must become universal as quickly as possible.

Nelson Kreuze has been an exceptionally capable and conscientious NEA treasurer during the past three years; NEA needs his continued leadership.

BOOKSHELF

Notable Books of 1970

☐ This list has been compiled for use by the general reader and by librarians who work with adult readers. The titles were selected for their significant contribution to the widening of man's knowledge; the pleasure they can provide to adult readers; wide general appeal; literary merit.

The Notable Books Council, Adult Services Division, American Library Association, prepared the list. Council members are chosen for their experience in critical evaluation of adult books and for their service to adult readers.

The Notable Books Council of 1970 included Walter Allen, University of Illinois, chairman; Raymond Agler, Boston Public Library; John D. Christenson, Stamford (Connecticut) Public Library; Ervin Eatenson, Dallas Public Library; Jean Gelinas, Stamford Public Library; Ronald Kanen, Miami Public Library; June Moll, University of Texas; Frances Stalker, Indianapolis Public Library; Donald R. Briggs, College of DuPage Library, Glen Ellyn, Illinois; Anona J. Falls, Clarksdale (Mississippi) Public Library; Kate Kolish, Pittsburgh Public Library; and Eddis Martancik, Los Angeles Public Library.

Serving in an advisory role in the nominating and voting procedure were the public libraries in: Arlington County, Virginia; Baltimore; Cleveland; Denver; Des Moines; Evanston, Illinois; Lombard, Illinois; Los Alamos, New Mexico; Miami; Montgomery County, Maryland; Oakland; Philadelphia; Seattle; Stamford, Connecticut; Trenton; Tucson; city and county of Tulsa; Wichita; and libraries of the following institutions: The Claremont (California) Colleges; Georgia State Department of Education; Michigan State University; University of North Carolina, Chapel Hill; Oregon State University; and Point Park College, Pittsburgh.

A Beggar in Jerusalem. Elie Wiesel. Israel's Six-Day War provides the framework for a probing philosophical novel about the Jewish experience. Random.

City Life. Donald Barthelme. In this striking collection of short stories, the nature of art, literature, and modern life is considered with stylistic virtuosity. Farrar.

Cocteau: A Biography. Francis Steegmuller. The book brilliantly portrays a genius of the arts and a unique personality against a rich canvas of creative activity. Little.

Crime in America: Observations on Its Nature, Causes, Prevention and Control. Ramsey Clark. A former attorney general gives his personal view of one of America's most pressing problems and explores the conflict inherent in the current program of crime prevention and control. Simon & Schuster.

Crisis in the Classroom: The Remaking of American Education. Charles E. Silberman. The author presents an exhaustive survey and condemnation of the state of American education, with concrete suggestions for reform. Random.

Daddy Was a Number Runner. Louise Meriwether. A talented black novelist portrays the vitality, poverty, and tenderness of a young girl's life in the streets of Harlem during the 1930's. Prentice-Hall.

Deliverance. James Dickey. The character and endurance of four men are put to the test in a harrowing adventure, the first novel of a distinguished poet. Houghton.

The Encounter. Malachi Martin. The book analyzes Christianity, Judaism, and Islam, the forces that made these religions great, and their changing roles in the world today. Farrar.

Exiles. Michael J. Arlen. A son's loving memoir of his mother and his author-father evokes the fabled era of the '20's. Farrar.

Family Portrait. Catherine Drinker Bowen. Absorbing in the richness of its personalities, the book gives an unusually candid view of a great biographer's large and talented family. Little.

Hard Times: An Oral History of the Great Depression. Studs Terkel. Mr. Terkel presents a mosaic of reactions to the wounding experience of the grim thirties. Pantheon.

Hope Against Hope: A Memoir. Nadezhda Mandelstam. Mrs. Mandelstam develops an authentic and moving account of Stalin's purge of Russian intellectuals, one of whom was her husband, the poet Osip Mandelstam. Atheneum.

I Know Why the Caged Bird Sings. Maya Angelou. A courageous young black woman candidly recalls a life of love and anguish. Random.

. . . In The Highlands Since Time Immemorial. Joanna Ostrow. This memorable first novel captures the mood and landscape of a harsh way of life soon to disappear. Knopf.

In the Service of Their Country: War Resisters in Prison. Willard Gaylin. This is a disturbing and revealing study of the effect of imprisonment of Selective Service violators who chose jail rather than deferment or exile. Viking.

Inside the Third Reich: Memoirs. Albert Speer. This assessment of unlimited

(*Continued on page* 58)

The NEA of Shawnee Mission

NEAL K. NICHOLS, *executive director, National Education Association of Shawnee Mission, Kansas.*

□ **In early 1969, northeast Johnson** County was one of the few remaining areas in Kansas which wasn't organized into single, unified school districts. This 70-square-mile corner of metropolitan Kansas City had a population of about 200,000 persons. The area contained 14 cities and towns, one high school district, and 12 elementary school systems.

Today the 14 cities and towns are still there, but the 13 school districts have been unified by law. Action was swift: The law was passed in March 1969; unification became effective July 1 of the same year.

The issue of unification had raised a good deal of local controversy, and until legislation was passed, many persons expended their energies in resisting the change rather than in working together to phase it in smoothly. Earlier in the 1968-69 school year, however, astute leaders of nine local NEA affiliates began moving toward merger into one association.

Joint committees planned a common salary schedule and personnel policies for presentation to the new district. Another committee drafted bylaws for a new association to be called the NEA of Shawnee Mission. This name showed the strong commitment of local teachers to the United Teaching Profession.

And the United Teaching Profession responded in kind. A state staff representative worked nearly full time for two months helping to organize the new association. The NEA Central States Regional Office provided manpower and material assistance.

By March, the merger was complete. Members approved the bylaws, elected officers and directors, and set up a unified dues structure. Building representatives from each of 63 schools formed a Representative Council, the policy-making body, and a special committee began the search for an executive director.

When the unification act finally passed the state legislature and a new school board was elected, the NEA of Shawnee Mission was ready to make its voice heard in developing policies for the new district.

During the 1969-70 school year, membership in NEA-SM exceeded 2,000. While remaining concerned about internal organization matters, the association also developed other interests. For example, it joined five local chambers of commerce so that teacher concerns would reach the business community.

Members showed keen interest in politics. The executive director became a registered lobbyist; the Legislative Committee coordinated letter-writing campaigns; the Citizenship Committee encouraged individual teachers to get involved; and CEPAC (Concerned Educators Political Action Committee) became the political-action arm, collecting over $4,500 for use in 1970 campaigns.

New leadership development programs include workshops on communications, membership recruitment, and professional negotiations. Delegates to out-of-town conferences share their new ideas upon their return.

Under the aegis of NEA-SM, Shawnee Mission teachers really came alive! They sought more consideration of their views in policy matters. When told that real negotiation wasn't possible because no legislation permitted it, NEA-SM and the state association worked together to win passage of a state PN (professional negotiation) law in 1970.

Vigorous, aggressive activity has not been without cost. Administrators, disturbed by increasing challenges to their formerly unquestioned authority, almost unanimously withdrew from the association. Teacher membership declined when building principals would not join.

The budget jolt was severe, but national-state UniServ funds enabled NEA-SM to operate with no reduction in program or services. Today, there are signs that responsible, determined efforts to serve teachers are bringing back former members.

The association does not concern itself with bread-and-butter issues exclusively. An active TEPS Committee won involvement in planning and implementation of in-service training and professional growth programs through a joint teacher-administrator committee. A similar committee will develop guidelines for teacher evaluation and appraisal. (Significantly *the association* will appoint the teacher members to the committees.)

An effort is also under way to involve our association in curriculum development and improvement of instruction. Another new idea consists of a program to evaluate college courses. Members who complete various graduate courses write evaluations for use by colleagues who might want to enroll in the same courses. Compilations of these comments are also sent to colleges and universities to help them upgrade teacher-education programs.

Through these and other activities, NEA-SM has established itself as the voice of Shawnee Mission teachers. The future of the United Teaching Profession looks bright.

In a letter to one of his generals during the dark days of the Civil War, Abraham Lincoln wrote: "Beware of rashness, but with energy and sleepless vigilance go forward and give us victories."

This might well have been written by Shawnee Mission teachers, for it typifies the attitude and actions of their leaders in working on their behalf. □

NEW NEA PUBLICATIONS & AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when ordering. N.D. means no discount on quantity orders of the same title.

AASA Convention Reporter (#1). Highlights the 1971 annual meeting of the American Association of School Administrators. 24 pp. $2. (5 or more copies, $1.60 each.) 411-12786. National School Public Relations Association.

The Best of Challenge (#2). Outlines physical education and recreation programming for the mentally retarded. 224 pp. $2.50. 245-25124. American Association for Health, Physical Education, and Recreation.

Environment and the Schools (#3). An *Education U.S.A.* Special Report. Describes programs in states, school districts, and colleges and universities. Gives the philosophy and objectives of a good environmental education program and explains how such a program differs from traditional conservation and outdoor education programs. 56 pp. $4. 411-12782. NSPRA.

Focus on Dance VI (#4). Emphasizes folk and ethnic dances. 64 pp. $3.95. 243-25150. AAHPER.

Foundations and Practices in Perceptual-Motor Programs: A Quest for Understanding (#5). 200 pp. $3.95. 245-25120. AAHPER.

Freedom, Bureaucracy, and Schooling (#6). 1971 Yearbook. Asserts that the American public school can survive only through drastic reforms that rescue it from the "monsters of bureaucracy and standardization"; indicts many current practices; and reviews persistent bureaucratizing elements in society, positive and negative features of schooling patterns, and possible courses of action. 304 pp. $6.50. 610-17508. Association for Supervision and Curriculum Development.

Helping Children Learn Earth-Space Science (#7). Compiles outstanding articles from *Science and Children* (1963-71) on astronomy, geology, meteorology, oceanography and water, and conservation and environment. 256 pp. $5. 471-14606. National Science Teachers Association.

Parents: Active Partners in Education (#8). Mary Lou Saylor. Gives specific suggestions for initiating and maintaining a successful program involving parent volunteers in classrooms from nursery through the elementary school. 32 pp. $1. 281-08890. American Association of Elementary-Kindergarten-Nursery Educators.

People Make Ideas Happen (#9). Excerpts from the Conference on Creativity in health, physical education, and recreation. 96 pp. $4.95. No discount. 245-25132. AAHPER.

Performance-Based Certification of School Personnel (#10). Published jointly with the ERIC Clearinghouse on Teacher Education. Includes position papers on performance-based certification of preservice and in-service school personnel. Cites proposed plans on the dynamics of changing certification traditions by teams from 11 states and eight professional associations and agencies. 148 pp. $1.75. 861-24494. Association of Teacher Educators.

Professional Growth Credit for Educational Travel (#11). ERS Circular No. 2, 1971. Reports system-by-system policies on the acceptability of educational travel toward fulfilling professional growth requirements. 36 pp. $1.50. 219-21496. (An $80 ERS subscription includes one copy of each Circular.) Educational Research Service.

Rankings of the States, 1971 (#12). Research Report 1971-R1. Ranks the states (in 128 tables) on population, enrollment and attendance, teachers, educational attainment, general financial resources, government revenue, school revenue, governmental expenditures and debt, and school expenditures. 76 pp. $1.50. 435-25464. Research Division.

Recognition of Fractional Amounts of Preparation Between Degrees, 1970-71 Salary Schedules (#13). Research Memo 1971-3. Lists 558 systems enrolling 6,000 or more students and shows minimum and maximum salaries by preparation level. 77 pp. 85¢. 431-25502. Research Division.

A Resource Guide in Sex Education for the Mentally Retarded (#14). 200 pp. $2. 244-25134. AAHPER.

Schools and Cable Television (#15). Discusses the what, why, and how of cable television for schools. 72 pp. $2.25. 381-11968. Division of Educational Technology.

Schools for the 70's: Discussion-Starter Tape Library (#16a and 16b). Contains four thematic units—The Teacher, The Curriculum, The System, The Organized Profession—each with a foreword by NEA President Helen Bain, a leader's guide, and action worksheets. Expands on the major barriers to educational change and the options for action expressed in *Schools for the 70's and Beyond: A Call to Action*, listed in the March "New NEA Publications and Audiovisual Materials."

Presents 22 brief discussions meant to provoke debate by the profession and the public. May also be used as a starting place for a series of town meetings on education. Should be particularly useful for local associations, faculty meetings, university classes, and workshops.

Package of 4 reel tapes (7", 3¾ ips): $29. 382-11760. Package of 4 cassette tapes: $29. 382-11762. (Each may be purchased separately in either reel or cassette, as shown below.) Center for the Study of Instruction.

The Teacher (#16c and 16d). Includes five discussions: A Sixth-Grade Teacher Reports: Two Approaches (14:00 minutes); Inquiry—A New Way To Ask (9:50); Open Minds in Closed Classrooms (11:30); The North Dakota Story: "Thank God, It's Monday" (10:55); and The North Dakota Story: Implications for Secondary Education (6:20). Price, if purchased separately: reel, $9, 382-11744; cassette, $9, 382-11752.

The Curriculum (#16e and 16f). Includes six discussions: The Parkway Program: The Curriculum (8:40 minutes); The Parkway Program: Student-Teacher Relationships (7:25); The Parkway Program: The Role of the Student (9:05); The EFFE (Experiment in Free Form Education) Program: Students and Curriculum Planning (9:50); Affective Education: Know Yourself (7:25); and Toward a More Humane Environment (11:25). Price, if purchased separately: reel, $9, 382-11746; cassette, $9, 382-11754.

The System (#16g and 16h). Includes six discussions: Toward Cooperative Governance (17:10 minutes); Public Schools of Choice (7:10); The Teacher as Decision Maker (6:40); Parent Power (5:20); The North Dakota Story: System Reform Through Teacher Education (8:20); and The North Dakota Story: Parents as Partners (8:25). Price, if purchased separately: reel, $9, 382-11748; cassette, $9, 382-11756.

The Organized Profession (#16i and 16j). Includes five discussions: The New York State Teachers Association Tackles Professionalism (15:00 minutes); Instructional Councils—One Way To Begin (6:45); Negotiation: More Than Bread and Butter (10:23); The Teacher as Politician (10:06); and Wanted: A Secretary of Education (8:05). Price, if purchased separately: reel, $9, 382-11750; cassette, $9, 382-11758.

Selecting New Aids to Teaching (#17). Tells school officials how to make wise decisions in buying large instructional units —from a language laboratory or computer-assisted instruction system to a series of textbooks. 21 pp. $1. 611-17840. ASCD.

Sports Safety (#18a and 18b). Discusses the why and how of sound injury-prevention and accident-control programs for sports and other activity pro-

grams. 350 pp. Cloth, $7.50, 244-25132; paper, $6, 244-25130. AAHPER.

Talks on Tape: Ole Sand (#19a and 19b). Part of the preliminary series of the *Schools for the 70's* publications. Presents taped addresses for teachers based on the book *On Staying Awake: Talks with Teachers*, listed in the October "New NEA Publications and Audiovisual Materials." Reel (7", 3¾ ips), $9, 382-11764; cassette, $9, 382-11766. CSI.

Teacher Tenure and Contracts (#20). Research Report 1971-R3. Summarizes, state by state, teacher tenure laws in tenure states and legal provisions controlling duration of employment contracts in nontenure states. 93 pp. $2. 435-25468. Research Division.

A Time for Priorities: Financing the Schools for the 70's (#21). Reports on the 13th National Conference on School Finance held in 1970. Discusses problems, trends, and research findings. 203 pp. $3.50. 511-20832. Committee on Educational Finance.

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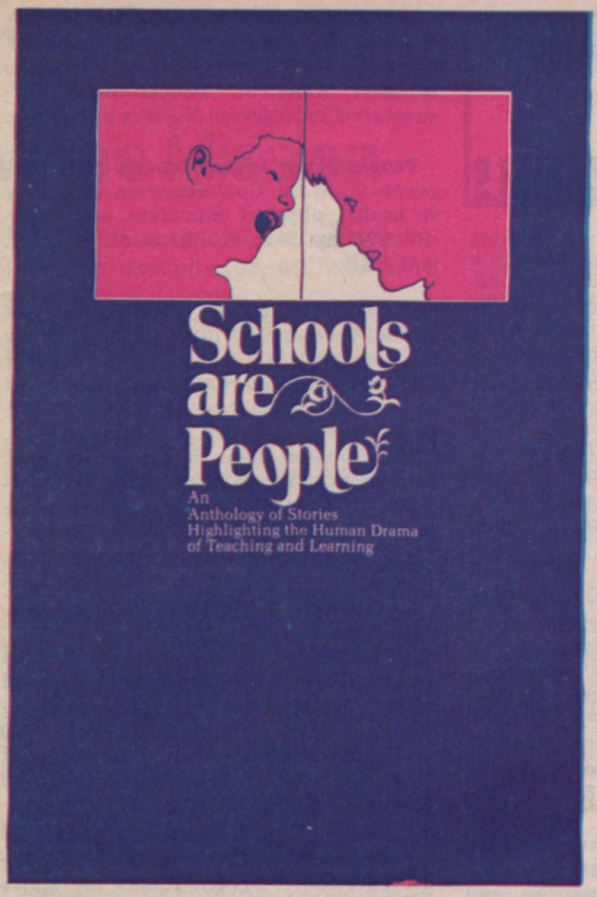
How To Enroll Teachers of Adults. Tells how to enroll teachers of adults in the local association. 3 pp. Adult Education Service.

NTL Publications List. 2 pp. NTL Institute for Applied Behavioral Science.

New Challenge for Negotiations: Retrieving the High School Dropout. Sets forth procedures for negotiating instructional programs into adult education programs for school dropouts. 2 pp. AES.

The Year-Round School. Presents a statement adopted by the NEA Representative Assembly, July 1970. Gives 10 steps for local and state affiliates to take in initiating a study of the year-round school concept. 2 pp. 111-03972 ACT.



Schools Are People (described on page 20 of this issue) is the latest in a series of reprint collections from TODAY'S EDUCATION. Others are *Discipline in the Classroom* ($1.50, #381-11878) and *Unfinished Stories for Use in the Classroom* (75¢, #381-11766).

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CON CON

PATRICK M. CONNELLY, *director, Constitutional Convention Project.*

□ **The 1960's were years of great social upheaval.** People challenged the purpose, goals, and methods of operation of society's institutions. This challenge was felt in every facet of life, and the education field was no exception. Universities, colleges, and elementary and secondary schools were subject to severe criticism and sometimes even violence. Society's structures and institutions were questioned, including NEA.

The membership of NEA, composed of approximately 9,000 component groups and more than a million members, did not blithely ignore the great problems with which our nation was struggling. It was evident to the members that the Association would have to change if it were to serve the needs of the teachers and, through them, society. But change requires the courage to undergo self-examination.

The commitment to self-examination began in earnest when the 1964 Representative Assembly adopted a motion to initiate a complete study of the structure of the NEA. In 1965 the Executive Committee authorized the establishment of the NEA Development Project, based on recommendations of the Staff Committee on Structure. The Board of Directors reviewed the report of the Development Project in February 1967. As the Project report correctly prophesied, its report was "only a signpost on the road of the development process."

Self-examination continued, and in February 1969 the Urban Executive Directors Association decided that a constitutional convention was the fairest, most efficient, and most representative method of strengthening NEA so that it would better serve the teaching profession.

Other organizations supported this concept, and the idea of a constitutional convention was brought to the 1969 NEA Convention in Philadelphia. After lengthy and spirited debate, the Representative Assembly formed a study committee charged with examining the "feasibility, objections, proportional representation, and cost" of holding a constitutional convention.

The Representative Assemblies of 1969 and 1970 were the scenes of many long arguments about a constitutional convention, with delegates and delegations presenting varied opinions. The prime consideration was whether change should be accomplished through the "phased or traditional" method or through a constitutional convention. Some delegates felt that a constitutional convention should be held as soon as possible, others wanted more study on the subject before calling a convention, and still others supported change through the existing structure and procedures. The first group was ultimately more numerous, and Con Con was launched at the 1970 Representative Assembly in San Francisco.

The study committee submitted a proposed Enabling Act which was subsequently amended on the floor of the Representative Assembly to include the Drafting Committee. The amended Enabling Act was adopted and became the basis for the NEA Constitutional Convention. The three committees established by the Enabling Act—Steering, Credentials, and Drafting—are now planning the Convention which is scheduled to meet for one day on July 3 in Detroit and for three weeks starting July 17 in Colorado.

The Steering Committee, charged with many administrative and logistical functions, has chosen the Colorado State University at Fort Collins as the site for Con Con. The matchless natural environment and the impressive convention facilities of the University combine to offer an ideal location.

The Credentials Committee is responsible for ensuring that each delegation meets the qualifications set forth in the Enabling Act by providing interpretative rulings on questions involving the Act, by checking election plans, and by resolving challenges and disputes.

According to the Enabling Act, the Drafting Committee is responsible for drafting a working document to be used by the Con Con delegates as a possible starting point in their deliberations by insuring a "broad-based input . . . from a wide cross section of society and the profession. . . . " The preamble of the Enabling Act calls for "an independent united professional organization to be simple in basic structure with three levels of responsibility and clear-cut decision-making processes designed to achieve optimum efficiency of program, optimum staff services for the membership, and adequate and equitable . . . funding to support the organization and its programs."

The delegates to the 1969 and 1970 Representative Assemblies believed that a strong and unified NEA would bring about a stronger and more unified teaching profession. Through a stronger and more unified teaching profession, society, in turn, has a much better chance of reaching the high ideals and meeting the challenges of the 1960's and 1970's. □

NOTABLE BOOKS OF 1970

(*Continued from page* 53)

power allied with modern technology, written by Hitler's minister of war production, has frightening implications for our society. Macmillan.

Losing Battles. Eudora Welty. The human foibles of three generations of a rural Southern family are revealed in a rich and loving story of a birthday reunion. Random.

Mr. Sammler's Planet. Saul Bellow. Aging Arthur Sammler, having survived the Nazis' efforts to exterminate him, drifts through New York's West Side, scrutinizing the rotten fabric of modern society. Viking.

My Lai 4: A Report on the Massacre and Its Aftermath. Seymour M. Hersh. A Pulitzer Prizewinning reporter raises agonizing questions about responsibility and the brutalizing effects of war, in this shocking account of an alleged massacre by American troops in Vietnam War. Random.

Norman Rockwell, Artist and Illustrator. Thomas S. Buechner. The book presents a comprehensive and lavish collection on the artist's work, a critical exposition of his developing style, and a portrayal of his views of American life. Abrams.

One Hundred Years of Solitude. Gabriel García Márquez. This novel about a prolific family living in isolated splendor in a remote Colombian village is told in language as lush as its South American setting. Harper.

Ordeal of Ambition: Jefferson, Hamilton, Burr. Jonathan Daniels. The clash of three towering personalities shapes the destiny of a new nation. Doubleday.

Play It As It Lays. Joan Didion. This dispassionate novel leanly etches the quiet desperation of a woman of our times. Farrar.

Portrait of India. Ved Mehta. The complexity of present-day India is interpreted against the background of the country's turbulent past. Farrar.

Roosevelt: The Soldier of Freedom. James MacGregor Burns. Mr. Burns marshals an awesome body of political and military knowledge into a provocative analysis of Roosevelt in World War II. Harcourt.

Sexual Politics. Kate Millett. Miss Millett presents a spirited dissection of the male-dominated literature depicting the history of the power struggle between man and woman. Doubleday.

Soledad Brother: The Prison Letters of George Jackson. Impassioned and embittered letters testify to the condition of being black and in prison. Coward.

Will They Ever Finish Bruckner Boulevard? Ada Louise Huxtable. A witty, often devastating look at urban blight and architectural change in our cities. Macmillan.

Words for a Deaf Daughter. Paul West. In this compassionate and joyful book, a poet attempts to enter his daughter's silent world. Harper.

Zelda: A Biography. Nancy Milford. Miss Milford develops a romantic, painful study of Zelda and F. Scott Fitzgerald and their mad pursuit of the elusive American dream. Harper.

This list is available in pamphlet form from the Order Department, ALA, 50 East Huron St., Chicago 60611: 50 copies, $3; 100, $5; 250, $11; 500, $20; 1,000, $37.50; 2,500, $90; 5,000, $175. □

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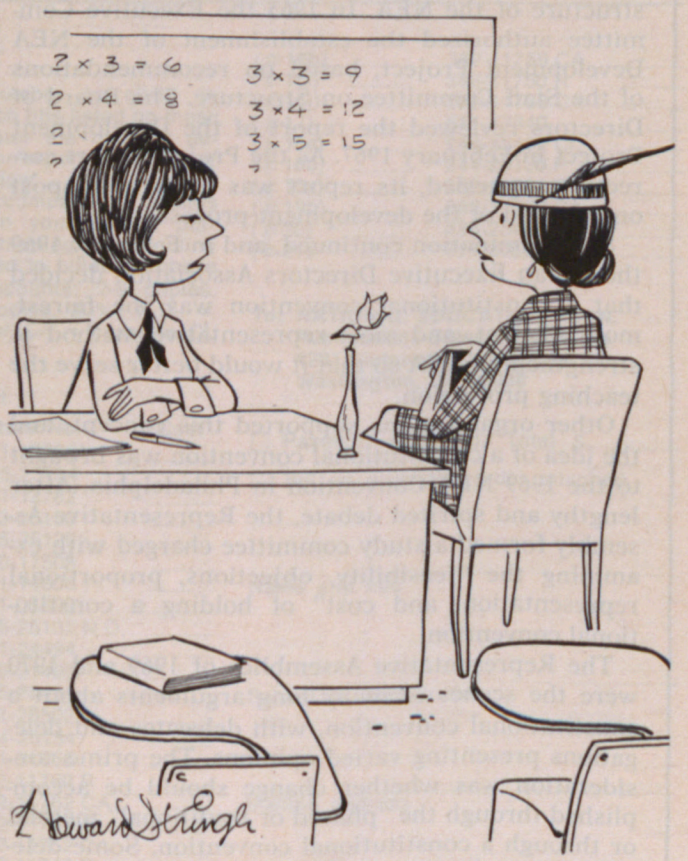

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The following most frequently asked questions on NEA's AD&D Insurance have been compiled by the Special Services Division to assist members in knowing more about the Program's advantages and in understanding why it's considered one of the best protection buys in the insurance industry.

Q. Can I insure my spouse and children?

A. Yes. The coverage can be spread to include spouse and all unmarried children under age 21 (or to age 25 if dependent upon member for support) regardless of the number. The premium remains at $19 per year.

Q. Am I covered off the job as well as on?

A. Yes. The premium provides accidental death and dismemberment coverage both on and off the job.

Q. Am I covered if I travel abroad?

A. Yes, you are covered no matter where you travel, on a 24-hour basis.

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Q. How do I make future premium payments?

A. You will be billed annually.

Q. Are benefits under this insurance affected by any other insurance I may have?

A. No. Benefits are payable regardless of any benefits you may receive under any other insurance.

Q. Is there any age limit?

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For more information, write: NEA Special Services Division, 1156 15th St., N.W., Washington DC 20005.

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—**Eileen McCormick**, *St. Louis, Missouri. From* I Heard a Scream in the Street: Poems by Young People in the City *selected by Nancy Larrick. Copyright © 1970 by Nancy Larrick. Reprinted with permission of M. Evans and Co., Inc.*

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NEA Mutual Fund, Inc.—an open-end, diversified, common-stock fund with the objective of long-term capital growth. NEA members may invest in shares of the Fund at a 2 percent sales charge. (To obtain a prospectus, write to Educators Fund Management Corp., 1156 15th St., N.W., Washington, DC 20005.)

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Discount Books—a selection of nearly 100 books, including best sellers, classics, reference books, books for young readers, and the most popular titles from previous years' lists.

NEA Educational Travel Division—worldwide programs that provide educators with the highest quality group travel at low cost. Through college cosponsorship of certain tours, teachers, students, and administrators may earn academic credit. In-service credit may also be available.

FOR YOUR INFORMATION

HELEN BAIN, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of TODAY'S EDUCATION (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1971 Convention: June 26-July 2, Detroit.

American Education Week—October 24-30, 1971. Theme: Help Schools Bridge the Gap.

NEA membership, May 31, 1970: 1,100,155.

NEA officers and headquarters staff: See NEA HANDBOOK pages 10-15, 374-376. NEA resolutions: HANDBOOK, pages 66-88.

NEA units: HANDBOOK, pages 97-142.

NEA departments, national affiliates, and associated organizations: HANDBOOK, pages 143-168.

NEA dues: Active Membership $25 a year. Associate Membership $25. Life or Associate Life Membership $500 each or $55 a year for 10 consecutive years. Retired Membership $2 a year. Educational Secretary Membership $10 a year. Student NEA Membership $2 a year through Student NEA Chapters only. Reserve Membership $12.50 a year.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, DC 20005; see HANDBOOK, page 324.

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PROFESSIONAL CALENDAR

The following information has been compiled to meet many requests for a listing of meetings sponsored by NEA or by national groups affiliated with it. Additional meetings will be listed in the September issue of TODAY'S EDUCATION.

Seminars, American Assn. of School Administrators/Natl. Academy of School Executives: **May 3-7**—Organizational Renewal: Change and the School Administrator, Silver Spring, MD; Differentiated Staffing: Strategies and Options, Kansas City, MO. **May 10-14**—Evaluating Teacher Effectiveness: The Administrator on the Spot, Pittsburgh; Human Factors in School Administration, Denver. **May 17-21**—PPBS: Setting Priorities and Allocating Resources, Lethbridge, Alberta, Canada; Today's Student in Tomorrow's World: Designing Environmental Education, Reno. **June 21-25**—Effective Approaches to Student Involvement and Participation, Portland, OR. **June 22-26**—The Year-Round School: Alternative Patterns, Atlanta. **June 28-July 2**—Accountability: Superintendent on the Spot, Columbus, OH; Evaluating Innovations in Education, Las Vegas. **July 6-10**—Developing School Integration Plans, Memphis. **July 12-16**—Evaluation of Administrative and Supervisory Personnel, Boston; Long-Range Planning: Dimensions for the Future, Denver. **July 19-23**—Developing Emergency Measures: When the Tax Levy Fails, Columbus, OH. **Aug. 2-6**—Advanced PPBS and Systems Approaches in Education, Denver; Designing In-Service Programs for Teachers and Administrative Staff, Seattle. **Aug. 3-7**—The Colorado River Camping Seminar. **Aug. 9-13**—PPBS: Setting Priorities and Allocating Resources, San Francisco; The School Executive and Performance Objectives, Minneapolis.

May 6-8—Midwest regional NEA-GRIP (Grass Roots Involvement Program) seminar, South Bend, IN.

Joint area conferences, Natl. Retired Teachers Assn. and American Assn. of Retired Persons: **May 18-20**—(VI) Kansas City, MO. **June 23-25**—(V) Chicago.

Natl. leadership conferences, Natl. Business Education Assn.: **June 16-18**—Phi Beta Lambda, Miami Beach. **June 19-21**—Future Business Leaders of America, Miami Beach.

June 20-26—Annual conference, American Assn. of School Librarians, ALA, Dallas.

Meetings, American Assn. of Elementary - Kindergarten - Nursery Educators: **June 21-July 12**—Flying seminar to visit British infant/primary schools. **June 26**—Open program meeting, Humanizing the Education of Children: Theory into Practice, NEA, Detroit. **July 19-23**—Creative education workshop, in cooperation with Montana State University, Bozeman. **Aug. 4-6**—Natl. study action conference, Denver.

June 21-25—Delegate assembly, Student NEA, Ann Arbor, MI.

June 23-26—Conference, Natl. Council of Urban Education Assns., Detroit.

June 26-July 2—NEA Convention, Detroit.

June 26-27—Representative Assembly, Assn. of Classroom Teachers, NEA, Detroit.

June 26-27—Natl. Council of Administrative Women in Education, Detroit.

Department of School Nurses: **June 26-27**—Annual meeting, Detroit. **July 5-16**—Workshop, Central Michigan University, Mount Pleasant.

June 26-27—Summer conference, Natl. Assn. of College and University Administrators, Ann Arbor, MI.

June 26-27—Summer conference, Natl. Faculty Assn. of Community and Junior Colleges, Ann Arbor, MI.

June 26-27—Summer conference, Natl. Society of Professors, Ann Arbor, MI.

June 28—Business and annual meeting, Home Economics Education Assn., Detroit.

Junior high-middle school conferences, Natl. Assn. of Secondary School Principals: **June 28-July 2**—with California State College at Los Angeles, Pomona, CA. **Aug. 9-13**—with Indiana University, Bloomington, IN. **Aug. 16-20**—with State University College at New Paltz, New Paltz, NY.

July 5-9—Natl. seminar, Natl. School Public Relations Assn., Columbus, OH.

July 8-10—Seventh annual summer conference, Speech Communication Assn., Chicago.

July 15-23—Annual convention and institute, Natl. Assn. of Educational Secretaries, University of North Carolina, Greensboro.

American Driver and Traffic Safety Education Assn.: **July 27-30**—Natl. student safety conference, Oklahoma State University, Stillwater. **Aug. 8-14**—Natl. conference, Springfield, IL.

Aug. 4-11—Delegate assembly, World Confederation of Organizations of the Teaching Profession, Kingston, Jamaica.

Aug. 15-21—Summer workshop on research and development in teacher education, Assn. of Teacher Educators, MN-ND ATE and ATE, Moorhead (MN) State College.

Aug. 26-28—Natl. Council of Teachers of Mathematics, Duluth, MN.

For dates and places of all training and professional development programs to be conducted by NTL Institute for Applied Behavioral Science, write to Elaine McTighe, director of admissions, NTL Institute, 1201 16th St., N.W., Washington, DC 20036.

WHEN SOVIET AND AMERICAN EDUCATORS MEET

(*Continued from page* 19)

Mrs. Bain: Let's change the subject now, Tamara, and talk about the reasons for our exchanging visits. Our aim has been to establish communications and understandings between the two largest teacher organizations in all the world. I want to share my feeling that teachers are much alike no matter what country they are in and that our goals and objectives are much the same. Have you had the same reaction as you visited with the teachers in this country that I had when I visited teachers in the Soviet Union?

Mrs. Yanúshkovskáya: It seems to me that this is extremely important and that you share my view on this that the establishment of direct contacts between our organizations is very valuable. The two organizations unite the majority of teachers in both countries. It seems to me that one of the main aims of our visit to this country coincides with the aim you pursued when you were in our country: to have direct contacts with the teachers and to see what's going on in the schools.

It seems to me that we do have the same feelings and reactions. I think that the teacher bears very, very high responsibilities for giving knowledge to the younger generation and also for educating them in the spirit he would like them to have, because the future belongs to the young generation.

We understand that our two countries have many differences in the structures of education, but it has been very pleasant for us to see that your teachers make efforts to find better methods and forms of teaching and also to better the system of education as a whole.

Mrs. Bain: I'm looking forward to the teacher exchange program we are attempting to establish that will enable us to send some teachers to spend a full year in your country and I look forward to having some of your teachers come and stay in our country for the same length of time.

Mrs. Yanúshkovskáya: I think that this form of exchange—to exchange teachers for a long period—will be a very useful one. Kuzma was in your country for a full year, so he may express his views and impressions more fully than I can.

Mr. Sizóv: I think that the exchange of college students and of scientists between the U.S.A. and the U.S.S.R. is a very useful thing. I think it's valuable in two respects. First of all, because a student or a scientific worker has an opportunity to find out, to get acquainted with, the large discoveries in science which he is engaged in and interested in and to have direct contacts with scientists of this country. Secondly, these exchanges result in the improvement of relations between countries.

Mrs. Bain: What do you think about the possibility of a student exchange on a secondary level—high school students?

Mr. Sizóv: In principle I think that every exchange, no matter whether the exchanges of professors or of schoolchildren, is useful. However, I can't say anything about whether it is possible to realize such an exchange between the schoolchildren on a school level, because there are many details which should be discussed between the people who are responsible for this field.

Mrs. Bain: Do you have any secondary level student exchanges?

Mrs. Yanúshkovskáya: Not for a long period of time. We have exchanges only at the college level to acquaint students with other countries. Because schoolchildren are used to living with their families, this problem should be studied thoroughly from the point of view of pedagogical science.

Mr. Sizóv: But we have an exchange of college students with a number of European countries.

Mr. Morrison: Well, we have secondary level exchanges with other countries and we could check into expanding this as long as we're talking about exchange programs.

Mrs. Yanúshkovskáya: From what age do you begin the exchange program?

Mr. Morrison: Juniors and seniors in high school.

Mrs. Bain: Ages 16, 17, and 18.

Mrs. Yanúshkovskáya: And for how long?

Mr. Morrison: It varies—up to a year.

Mr. Sizóv: And with what countries do you have such an exchange now?

Mr. Morrison: England, France, Japan, for example.

Mrs. Bain: And with some of the Scandinavian countries, and with Latin America too.

Mr. Morrison: It's a large program. The American Field Service is highly organized as is the Experiment in International Living. I know in my city of San Diego there is an organization —a branch of the American Field Service—of parents who meet with all the students who are in exchange programs.

(*Continued on page* 62)

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WHEN SOVIET AND AMERICAN EDUCATORS MEET

(*Continued from page* 61)

Mrs. Tsikóra: This is an organization for parents?

Mr. Morrison: No. Anyone can belong to the American Field Service who wants to support the program. They assist in finding homes for the students and help to solve problems the visiting students have. It's a well-established program.

Mrs. Bain: Wasn't there a question about a balance in curriculum that you wanted to ask?

Mr. Morrison: Yes. Following the postwar period, our country—and I suspect your country—placed a heavy emphasis on math and physical sciences. I'm interested in finding out what your country is doing. Tamara has spoken of a great deal of emphasis on international understanding, but I'd be interested in the things that you do to make the school a more humane institution.

Mrs. Yanúshkovskáya: I would like to say that in our schools there is no imbalance concerning the proportions of subjects taught. The study of humanities occupies a large place in our curriculum. And literature is a compulsory subject at school. History, too—the history of other countries, ancient history, modern history. We also teach geography.

Besides this, we pay much attention to physical development of students and to painting, drawing, singing. They are all compulsory subjects at our schools. Not to mention the languages, which we have already spoken about. In addition, we have optional subjects. And we have them not only in mathematics and physics, but also in humanities.

I would like to agree with you that straight after World War II, we had a trend at our higher educational establishments that the majority of our students wanted to enter technological higher educational institutions, technological colleges. But I would like to mention that we always have the keenest competition for admission to all higher educational establishments and also to teachers' training colleges and medical institutions.

Mr. Sizóv: Last year the highest competition we had at the university was for the historical, philological faculty. You see, we have faculties. You call them differently—departments or colleges. We call them faculties.

Mr. Alonso: I have a double question: How many men teachers do you have in relation to women and how many women teachers do you have on an administrative level? I mean not only principals, but even at the Ministry of Education—in high positions in education.

Mrs. Yanúshkovskáya: In education, we have 70 percent women. Among school administrators, half of them are women. The Minister of Education in the U.S.S.R. is a man, but among his four deputies one is a woman.

Mrs. Bain: Would it be possible for a woman to be the head one?

Mrs. Yanúshkovskáya: Yes, it is quite possible. For example, the Minister of Culture in the Soviet Union is a woman. This is on a national level. The Minister of Education in Georgia is also a woman. The Minister of Higher Education in Azerbaidzhan is a woman. So women in our country have all possible opportunities to have high positions, because among those who have higher education who are professionals in the country, about 52 percent are women.

Mr. Alonso: We notice that in your country women retire five years before the men. What is the logical reasoning behind this?

Mrs. Yanúshkovskáya: I would like to underline that our women have the right to retire when they are 55 and that this is the reflection of the care of women in our country. But it doesn't mean that when a woman is 55 she has to retire. If she feels well and if she would like to continue working, she has the right to do this.

Mr. Alonso: Do the men complain that they have to work five years longer to retire?

Mr. Sizóv: No, they do not complain.

Mrs. Bain: Let me say that I was impressed in your country by the fact that although women have equal rights—and this I heartily approve of—I found that women were treated with as much deference and placed, I think, probably more on a pedestal than they are in this country.

Irina, tell us something about yourself. You were a teacher.

Mrs. Tsikóra: I taught English at a senior secondary school in Moscow. Later I was the president of the Moscow District Committee of the Educational and Scientific Workers Union—in charge of 3,000 teachers. Ten years ago I was invited to join this staff—the international office for the Union.

Mrs. Bain: And tell us about Tamara.

Mrs. Tsikóra: She graduated from the Moscow State University. She also studied for three years in postgradu-

ate courses and earned a degree in philosophy. She has the Candidate of Philosophical Sciences degree. The degree of Candidate of Sciences requires original research and three years of study beyond the initial degree.

Mr. Morrison: What did she teach, and where?

Mrs. Tsikóra: Philosophy at Moscow Aviation Institute—a technological institute.

Mrs. Bain: And she has been president of the teachers association for six years. She was elected for a four-year term and is in the middle of her second four-year term. They have no restrictions on the number of terms the president may serve, and she will probably run for re-election.

Mrs. Tsikóra: She has a son 19 and a daughter 16.

Mrs. Bain: You know, Tamara and I were born just 12 hours apart—in the same year and the same month. We're practically twins, except that I'm a day older.

Mr. Morrison: Mr. Sizóv, tell us a little about yourself.

Mr. Sizóv: Yes. In 1964, I defended my thesis on English syntax.

Mrs. Bain: By "defended," do you mean you were questioned as we are in our comprehensives?

Mr. Sizóv: That's exactly it.

Mrs. Bain: But you must write a paper as well?

Mr. Sizóv: Yes.

Mr. Morrison: What did you teach?

Mr. Sizóv: Now I teach the history of English.

Mr. Morrison: How long have you been rector?

Mr. Sizóv: Since 1968.

Mr. Morrison: And when did you go to Cornell?

Mr. Sizóv: I studied linguistics there in 1961-62.

Mr. Morrison: Your family?

Mr. Sizóv: I am married and have a son 17 and a daughter 11 who is in the fourth grade. She attends a specialized school where some subjects are taught in English. My wife teaches German.

Mr. Morrison: How do you communicate?

Mr. Sizóv: In German and Russian.

Mrs. Bain: I'd like to speak of the fact that we'll be sending another delegation this fall to the Soviet Union to visit. More of our leaders might get to know the members of your association and have a better understanding of the educational system within your country. We are very interested in working with teacher associations in all countries, and we hope to establish relationships with other countries that we do not now communicate with.

Mrs. Yanúshkovskáya: This is a very important type of activity. We have already conveyed to a group of NEA leaders the invitation of our Union to visit our country, and we understand that Mr. Morrison and the NEA executive secretary, Mr. Lambert, will come to visit the Soviet Union. And it will be a great pleasure for us to receive your delegation next year.

Mr. Morrison: The only reason I haven't packed yet, Tamara, is that I haven't been home!

Mrs. Bain: And those of us who went before are sorry that we've already been, because we would like very much to go back.

Tamara, is there anything else that you would like to get across to the American teachers? This discussion will reach a million and a quarter of them.

Mrs. Yanúshkovskáya: First of all, I would like to express deep gratitude to those American teachers whom we met during our stay in this country for their very warm reception. It was extremely pleasant for us to meet teachers. It was equally pleasant for us to see the warmth and cordial feelings expressed by the children in some schools—guided by their teachers!

And we were touched greatly to hear Russian songs and to see papers in the Russian language with greetings to the delegation. And it seems to me we have exchanged views with the members of the delegation and that it reflects the wish to know each other better. That is all done to promote better mutual understanding and to solve all problems by discussions and agreements and by educating our children in the spirit of friendship and peace—two of the most important matters for a human being.

I believe that the greatest happiness for the teachers and particularly for the mothers among them is to secure a happy future for young people. They can be happy only if there is peace in the world.

Mrs. Bain: I'd like to say that those of us here at the National Education Association are glad that you came by one day last spring and met with George Fischer, our president at that time, and invited us to come and have an opportunity to see life within the Soviet Union. And we look forward to a long, close relationship with the teachers in your country. The teachers in these two largest teacher associations in the world must give real leadership to teachers in all countries. Educators must lead the young people of the world to establish and maintain world peace and brotherhood. □

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AFTER ALL

JOURNAL editors invited NEA Executive Secretary Sam M. Lambert to use this month's "After All" page to discuss the voucher plan, which was the subject of Resolution 13, passed by the NEA Representative Assembly in San Francisco last summer.

□ **The critics of American public** schools have spread their message so widely and persuasively over the years that a vast new marketplace of educational reform plans has attracted serious attention at all levels of government.

This is all well and good, insofar as continuing dialogue stimulates public interest in, and public support of, the public school system. As a matter of fact, much of this interest and support has been reflected during the past decade in such breakthrough federal aid programs as the Elementary and Secondary Education Act—legislation designed to spur innovation and break down racial, social, and economic barriers to equal educational opportunity.

But responsible educators everywhere are deeply concerned about the recent advancement of what are being referred to as experimental reform plans, because they threaten to weaken confidence in our public schools and perhaps even to destroy them.

One such plan is the voucher system, which has been promoted vigorously by the federal Office of Economic Opportunity. As described by OEO, the basic idea is relatively simple. A local educational voucher agency (EVA) would issue a voucher to parents. The parents would take the voucher to the public or private school of their choice. The school would return the voucher to the EVA, which in turn would send the school a check equal to the value of the voucher. As a result, public subsidies for education would go only to schools in which parents chose to enroll their children.

OEO believes such a free market, competitive system of education would encourage innovation and hasten the rate of change. New schools would spring up, the government argues; existing schools would have to modify their programs to attract students or cease to exist.

There is currently no convincing evidence that the voucher plan would enhance public education. In fact, NEA is on record in firm opposition to the plan as a totally counterproductive scheme (see Resolution 70-13, below).

A major obstacle to the establishment of competing schools, of course, would be financial; proponents of the voucher system would be faced with the task of finding additional public dollars or diverting public funds already allocated to the public schools.

The voucher plan would be needlessly expensive socially as well as financially. It would lead to extensive duplication of facilities and services. In addition, many legal questions would have to be solved —notably, church-state problems, certification, and accreditation.

Most important, the voucher plan has the potential of jeopardizing the entire public school system in the wake of hucksterism, racism, and religious exhortation. It would be likely to reduce public education to a position of being the "school of last resort." In all likelihood, those attending the public schools would consist mainly of minority groups, "problem children," and children of disadvantaged parents.

We already have information about an experience of this kind in another country, Holland, which instituted in the early 1920's a system whereby parents could select the schools they could send their children to, and in turn the government paid the tuition. Between 1921 and 1950, the enrollment of children in Dutch public schools fell from 71 percent to 34 percent, and the proportion of children in private schools rose from 29 percent to 66 percent.

Professor Gale Rose of New York University, a leading expert in comparative education, states that not only are the Dutch schools splintered, with textbooks emphasizing the specialized points of view of particular religious denominations, but that the "life of the Dutch is now 'columnized,' that is to say segregated on religious lines in almost every aspect of daily life."

Much of the political and legisla- tive effort of the teaching profession during the past decade has focused on breaking down deeply entrenched racial, social, and economic barriers to providing quality education for all children.

As professional educators, we cannot stand by while the federal bureaucracy promotes schemes which could, unwittingly, deepen the tragic divisions which already afflict American society and wreak havoc on our constitutionally sound education system. □

NEA RESOLUTION 70-13

The National Education Association believes that the so-called "voucher plan" under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of such plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

RHODE ISLAND EDUCATION ASSOCIATION

This special Rhode Island section of **Today's Education** was prepared in cooperation with Sherwin J. Kapstein, editor, Rhode Island Education Association. It is being mailed to the entire RIEA/NEA unified membership.

March Delegate Assembly Meeting

The second meeting of the RIEA Delegate Assembly for 1970-71 was held March 15, 1971, 4 P.M., Clarke Science Building, Rhode Island College.

The delegates, in accordance with the Bylaws, enacted an amendment to the Bylaws under Article II: Dues. The new Bylaw states:

Annual dues of active members shall be in an amount computed by multiplying 0.004 times the sum that would be derived by the following computation: Average all minimum salaries for the previous year of the instructional staffs in the public elementary and secondary schools in association communities; average all the maximum salaries as previously mentioned; then, take the average minimum salary and subtract it from the average maximum salary. The difference shall then be divided by 2. This sum shall then be added to the average minimum salary as computed above.

It is this sum multiplied by 0.004 and rounded to the nearest dollar that shall be the RIEA dues. This computation shall be based on salary data secured by RIEA research. *This provision shall be effective with the membership year beginning July 1972.*

The following persons were elected to the 1971 RIEA Nominations Committee: Stephen M. Burns, Chariho; Brian D. McKenna, North Smithfield; J. Thomas Tobin, Smithfield; George H. Routhier, Westerly; Anthony A. Tribelli, Barrington; David A. Capaldi, Warwick; and Carmela M. DiPietro, East Providence. The RIEA president designated Mr. Burns as chairman.

The Delegate Assembly, following the recommendation of the Executive Committee, voted to drop the $400 death benefit. It was pointed out that because of a new professional liability insurance policy that will provide a $10,000 death benefit (details can be found in the March, *Rhode Island Edition* of TODAY'S EDUCATION) and because of the recently enacted retirement law that provides, among other things, up to $8,000 (formerly $4,000) worth of life insurance, there was justification for dropping the $400 death benefit.

Ronald L. DiOrio, chairman of the RIEA Verification and Tabulation Committee for the NEA Constitution Convention (Con Con), reported the results of the election for the four Rhode Island delegates to Con Con. They are: Sherwin J. Kapstein, executive secretary, RIEA; Patricia Ann Botelho, Scituate, past president, RIEA; John J. Thompson, Westerly, president, RIEA; and Ronald L. DiOrio, Warwick, first vice president, RIEA. Alternates are: Vincent C. O'Leary, Cranston; Warren W. Anthony, Jr., Middletown; and Arthur B. Campbell, South Kingstown.

The Assembly adopted a resolution "supporting Brian McKenna (president of the North Smithfield Education Association whose contract was not renewed by the school committee for the 1971-72 school year) in his fight for reinstatement as a teacher in North Smithfield and deploring the tactics that discourage a teacher from participating in the work of his professional association."

OFFICIAL ANNOUNCEMENT

Annual RIEA Delegate Assembly Meeting — May 10, 1971
Clarke Science Building, Rhode Island College — 4 P.M.

AGENDA

1. Minutes of previous meeting (mailed to all delegates)

2. Election of officers, Executive Committee members, and delegates to the 1972 NEA Convention. The following have been nominated for the above positions by the 1971 RIEA Nominations Committee, Stephen M. Burns, Chariho, chairman:

President: Ronald L. DiOrio, Warwick
First vice president: J. Thomas Tobin, Smithfield
Vice presidents: Newport County: Warren W. Anthony, Jr., Middletown; Kent County: Mary K. Grady, Warwick; Providence County: George W. Reilly, Smithfield; Daniel T. Pires, Cranston; Bristol County: Anthony A. Tribelli, Barrington; Washington County: Harry A. Wicklund, Charlestown
Secretary: Evelyn S. Munson, East Greenwich
Asst. secretary: Catherine M. Nagle, East Providence
Treasurer: Norman R. Bergeron, Cranston
Asst. treasurer: Brian D. McKenna, North Smithfield

Directors (with terms expiring June 1974)

1. **Arthur B. Campbell, South Kingston**
2. **Christian H. Cherau, North Kingston**
3. **Stephen M. Burns, Chariho**
4. **Lillian A. Mottola, Cranston**
5. **Immediate past president, RIEA**

Delegates to 1972 NEA Convention	*Alternates*
1. *RIEA pres. in 1971-72	George H. Routhier, Wtly.
2. *First vice pres. in 1971-72	Kathleen F. Hicks, Narra.
3. *Executive secretary	Ann A. Ronan, No. Kings.
4. John J. Thompson, Wtly.	Russell L. Carter, Ports.
5. DaVinci L. DeLuca, Cov.	Barbara A. Morris, Wk.
6. Brian D. McKenna, No. Sm.	Carl L. Hayter, Warren
7. Roger A. DeSilva, Wk.	Harriet E. Rosser, Bar.
8. Joseph R. Rouleau, Cr.	James C. Steve, Bur.
9. George C. Williams, Cr.	Robert T. Madden, Cr.
10. Carmela M. DiPietro, Ea. Prov.	Donald C. Stubbs, Pon.
11. Helen F. McGovern, Sci.	Shirley N. Rennick, Ex.-W.G.
12. S. Robert Salmani, Br.	Daniel T. Pires, Cr.

***According to RIEA Constitution and Bylaws, the president, first vice president, and executive secretary shall be delegates to the NEA Convention.**

3. Resolutions
4. Other business
5. Adjournment

(signed) John J. Thompson, President

The Voucher System, Accountability, and Education

JOHN J. THOMPSON, *president, and* **SHERWIN J. KAPSTEIN,** *executive secretary, RIEA.*

The first part of this article appears in the April 1971 issue of the Rhode Island Edition *of* TODAY'S EDUCATION.

To educate children properly, we must be willing to staff our schools adequately so that teachers can do what they are educated and paid to do—teach—and children can do what they are in school to do—learn. We defy school committee members or superintendents or Mr. Carlin to tell us of one course of study in any certificated teacher preparation institution that "teaches" a person how to "collect" milk, lunch, or insurance money; "chaperone" a dance; "supervise" a cafeteria; "patrol" a corridor; and "control" the bus line. Nonteaching duties should be performed by nonteachers!

The voucher school concept ("individual school system") is not a panacea. It is a mirage and an illusion. It is quicksand that will swallow up one of the most positive contributions democracy has made to the well-being of people—public education!

The voucher school concept, if followed to a logical conclusion and instituted in regards to other public agencies, could lead to a fragmentation of our public institutions that is apt to destroy the fabric of our society. To explain this idea, we refer you to the fact that the voucher system concept permits those persons who may be dissatisfied with the public schools to be given a sum of money by the OEO (or possibly other federal agencies) that they would use to "buy" an education for their children from any school they wish. Or parents could get together to create a new school system.

If this concept is valid for education, why not for police and fire departments; the courts; sanitation, highway, and other governmental departments? If parents or other citizens (why limit the concept to parents?) can be given money to buy what they think is an improved education for their children, why can't other persons say they want the government to give them money to "buy" other special services they think they can "buy" better?

We think there are persons who are disadvantaged or even advantaged, who feel, if they were given the money, could "buy" better police and fire protection, justice, and sanitation help than the public agencies providing them now! We don't think citizens would agree that the voucher system should be introduced to replace these public agencies. We don't think rational persons would want a voucher system to replace our public schools either.

The OEO has supported legal assistance for those disadvantaged allegedly in trouble. It provides legal assistance to seek justice through the present police and court systems (and *they* are trying to improve *themselves*) and not by setting up separate private police and judicial systems. A democratic society would no longer be democratic if these public institutions were scuttled.

The same holds true for education. If persons have complaints about the education their children are receiving, they have ways and means to institute improvements without abolishing public education. Public education is the most important public institution created by our society to improve and enhance that society.

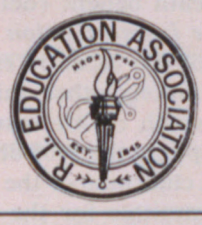
Parents and other citizens can improve education by electing to school boards more competent, sensitive, and knowledgeable persons. They can insist that school committees create the kind of positive educational climate outlined previously. In the area of education, if the OEO wishes to help children and parents, it can support persons with complaints against school committees by providing them with legal assistance.

Parents should be commended if they desire the best education possible for their children. Society has a legal responsibility to provide the best public education possible to children.

Accordingly, the ridiculousness of the voucher concept in such areas as police, fire, welfare, military, sanitation, judicial, health, highway, and education is exposed!

The voucher concept raises many more questions than it answers.

1. Will the voucher system guarantee an improved education for children?
2. Who will "run" the individual school system (the voucher school)?
3. What "collective voice" will parents have in the policy making of the individual school system?
4. Will parents and/or all citizens (who pay much of the taxes) elect the individual school system's school committee?
5. Who will "own" these individual school systems?
6. Are they to be operated for the owners' profit?
7. Will these individual school systems be able to use the tax money (a voucher) to propagate one-sided positions (on economic, religious, or political points of view)?
8. Who will determine the curriculums?
9. Who will hire the teachers?
10. Will teachers have to meet state certification standards?
11. Will teachers serve on teacher certification boards?
12. What subjects will be required?
13. What subjects will be permissive?
14. Who will evaluate these individual school systems?
15. What standards will these individual school systems have to meet? Who will set the standards?
16. Whose opinion will decide whether an individual school system is "good" or not?
17. What happens to those children whose parents wish them to remain in a school if others withdraw their children, leaving an "insufficient" number of children behind to operate an "effective and efficient" school?
18. Wouldn't public schools become "dumping grounds" for many children?



THE RHODE ISLAND EDUCATION ASSOCIATION (RIEA) is the oldest and largest voluntary professional nonprofit educational organization in continuous service to Rhode Island.

Its members are engaged or have been engaged in the profession of education or are interested in it.

Its history of distinguished service to all citizens of Rhode Island as well as to the profession of education is a matter of record. The purpose of the RIEA is to assist through its members in promoting quality education.

President.....John J. Thompson
Executive Secretary.....Sherwin J. Kapstein
Editor.....Sherwin J. Kapstein

19. Wouldn't ill-informed, poorly educated parents (and children) be the likely victims for huckster-type individual-school-system promoters?

20. How large a state or federal "establishment" would have to be set up to oversee doing business with thousands of parents and hundreds, probably thousands, of individual school systems?

21. What would it cost to support this establishment?

22. Wouldn't it cost substantially more money to support many more individual school systems than it would to support a "total" public school system set up to provide quality education?

23. Wouldn't the rivalries set up by this fragmented, competitive system mitigate against cooperative in-service education for teachers and administrators?

24. Wouldn't these individual school systems develop their own procedures for "protecting" themselves politically?

25. Wouldn't the multiowned individual school systems create more divisiveness, suspicion, and hatred than now exists among school systems?

26. Wouldn't individual school systems created under the voucher concept only create more bitter rivalries, more antagonisms, more jealousies, and more competition for the tax dollar?

Mr. Carlin's hunch that "there are many parents and teachers around the state who would jump at the opportunity to create schools that would allow them an effective voice in shaping policy" is only a hunch. Who says they will have an "effective voice in shaping policy"?

As individuals they would be devastated by most "owners" of the private individual school system!

Under the present public school system, improved along the lines we have suggested throughout this paper, teachers have the right to negotiate with public school committees, elected by the people, over "hours, salaries, working conditions, and all other terms and conditions of professional employment." More effective teacher organizations are beginning to secure for teachers, and wiser, more responsible school committees are beginning to recognize the wisdom of granting teachers a greater voice in educational planning and decision making.

Of course, parents have had this right to a voice (vote) in educational planning and decision making for many years, but never exercised it fully. They *still* have the right to vote for, and elect, their decision makers. But look at the record on school committee elections. A very, very small percentage of the electorate has ever voted for school committee candidates. But the privilege and right are still there for them to exercise, and this is the vital fact in this whole matter. We urge all citizens to be informed. We urge all citizens to vote in all elections.

The present public school systems provide diversity of educational opportunity now. The question is, How can we provide diversity of improved educational opportunity? We've answered that question early in this article: If the people will it and work for it, it will be done!

Children with special needs can have them cared for better today than ever before. Given adequate resources and more imaginative and less inhibited administrative leadership blended with a legal role for teachers in educational planning and decision making, the public schools can educate our students much better, quicker, and less expensively than any series of individual school systems.

Teachers and administrators today, if properly cooperated with by school committees (the public), can work out new and innovative programs. We don't have to set up new individual school systems to do it. There is no guarantee individual school systems would have teachers who could do it or would be permitted to.

If parents, as Mr. Carlin says, are worried about the "breakdown of the family" or the "crisis of authority," he should blame the parents, not the schools. He should know, too, that the family, social agencies, the church and synagogue are at fault too if society is deteriorating.

These same parents, despite the fact that Mr. Carlin denies it, have had a "say" about the formal education of their children. Many of them didn't or don't vote in school or other elections; many didn't join the PTA or other parent or civic group interested in advancing the cause of improved public education; many didn't visit their child's teacher and schools until their child was in trouble; many didn't attend school committee meetings to hear their school committee members in action; many didn't write a letter to the editor when something in the education of their child was "good" or "bad." Mr. Carlin should know that parents have been allowed a "say" in the formal education of their children, but too infrequently have they exercised that precious right.

If Mr. Carlin is correct when he says, "No wonder the adolescent has no respect of the authority of his parents!" he is indicting the parents for their inability to instill this respect! Why should he blame the schools for something the parents should be blamed for?

He is being presumptuous when he says "a great part of that authority was renounced the day the child entered kindergarten." This may be so as far as his experiences go, but we know many, many other parents who never renounced their parental authority upon the entrance of their children to school.

It is ridiculous for Mr. Carlin to say that "the voucher system will restore to the parents their right to choose the kind of schooling their children will receive"; for parents have not lost this right.

Mr. Carlin admits that social and racial segregation would exist under the voucher system. For these alone, we have enough reasons to reject the voucher system.

Public funds should never be expended to permit, sustain, or encourage any institution that even remotely promotes racial or social segregation.

Competent personnel, careful planning, meaningful programs, and useful services are the ingredients of any successful institution. Public education has an additional ingredient that is required for success. It is public understanding and support.

Nostrums, panaceas, and specious designs have no place in public education.

Programs and plans designed to deprive the classroom teacher—the person who is closest to the student in school—of a legal role in educational planning and decision making are doomed to produce less than quality education in our classrooms.

Providing quality education within the framework of equal educational opportunity to a child is not the same thing as manufacturing an automobile, a washing machine, or an underarm deodorant!

Never let us lose sight of the fact that it costs close to 10 times as much to provide for the remediation and rehabilitation of our social problems than it does to provide quality education within the framework of equal educational opportunity to our students.

All of us should rededicate ourselves to the principle of free public education, organized in such a manner that it provides quality education within the framework of equal educational opportunity to all. It is a concept that gives nobility to democracy.

RIEA/NEA Holds Seminar on Arbitration Proceedings

More than 40 teacher leaders of various local teacher education associations affiliated with the RIEA/NEA attended a seminar on arbitration proceedings in the public sector, March 10, 1971, at the RIEA Building.

The group heard David R. Bloodsworth, assistant director of the American Arbitration Association in New England, speak on the philosophy, history, and purpose of the AAA in labor relations as they apply specifically to teacher-school committee relationships. Mr. Bloodsworth, in addition, answered many questions asked by the persons attending. Bernard H. Singleton, assistant executive secretary, RIEA, introduced Mr. Bloodsworth and served as moderator of the program.

Seated, left to right: Terry McGovern, Scituate; Mr. Bloodsworth; and Edward Laughlin, Jamestown. Standing, left to right: Donald Haskell, North Kingstown; Bernard H. Singleton, assistant executive secretary, RIEA; Patty Ledyard, North Kingstown; and Michael Lenihan, Scituate.

RIEA/NEA "Hits A Home Run"

The RIEA/NEA has scored again for its members. It is happy to announce it has secured Ole Sand, director, Center for the Study of Instruction, NEA, as its main speaker for its Teacher Institute program, which will be held Friday, October 29, 1971, Rhode Island College. His topic will be "Schools for the 70's and Beyond: A Call to Action."

Dr. Sand, who is an authority on "Schools As They Are and As They Should Be," should present a very important message to educators of Rhode Island. Dr. Sand's topic is also the title of an NEA staff report that has just been published.

Please reserve the date.

RIEA/NEA Defends Teachers

The Rhode Island Board of Regents for Education, March 4, 1971, held that Joseph G. Smith and Roy J. Sharkey vs. School Committee of the Exeter-West Greenwich Regional School District, and Stephen Thornton and Edward G. Gagnon vs. School Committee of the Town of Warren were entitled to a hearing and statement of charges in connection with their nonrenewals of contract. The Board of Regents said, "To hold otherwise would be inconsistent with the minimum guarantees of due process."

The RIEA/NEA will continue to protect and defend the professional and civil rights of its members.

RIEA/NEA is Happy to Announce

The RIEA/NEA is happy and pleased to report this vignette:

Dear Mr. Domenicone:

With further reference to your letter of January 22, 1971, please be advised that inasmuch as the School Committee of the Town of Smithfield expunged from its records any reference to renewal of your contract for the 1970-71 school year, it is my opinion that you acquire tenure in the Smithfield School Department upon completion of your teaching duties in June 1970.

Sincerely,
(signed) William P. Robinson, Jr.
Director
State Agency for Elementary and Secondary Education

Dear Mr. Kapstein:

. . . please accept my personal thanks for all RIEA/NEA has done for me.

Sincerely,
(signed) Michael A. Domenicone

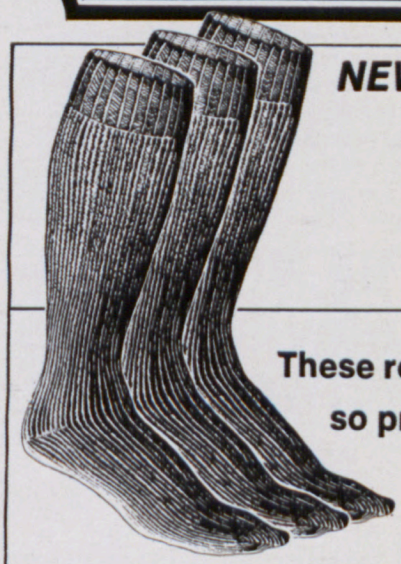
RIEA/NEA Sponsors Performance Contracting Meeting

The RIEA/NEA held an important meeting on performance contracting at Valle's Steak House in March. The program was organized by Bernard H. Singleton, assistant executive secretary, RIEA, and Arnold W. Durfee, R. I. NEA Director. Featured speaker was Sylvia Brotman, urban information specialist, Field Services, NEA. Opening remarks were made by John J. Thompson, president, RIEA, and Mr. Durfee. Approximately 90 persons representing most of the local teacher education associations in Rhode Island attended.

Left to right: Arnold W. Durfee, R. I. NEA Director; John J. Thompson, president, RIEA; and Sylvia Brotman, urban information specialist, Field Services, NEA.

You may never need to buy another pair of socks again!

(unless your laundry loses them)



NEW! EXECUTIVE LENGTH:

3 PAIR ONLY $4.98
6 PAIR ONLY $8.98
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ANKLE LENGTH:

6 PAIR ONLY $7.98
12 PAIR FOR $14.98

These revolutionary new nylon socks are made of yarn so practically indestructible...we unconditionally guarantee to give you FREE replacements—pair for pair —for any you ever wear a hole in!

When our new merchandise man was offered an exclusive on these indestructible nylon socks, he called the manufacturer a liar.

"Can't be done!" he said. "If the socks are as strong and durable as you claim, they've got to be so stiff underfoot, they'll be unwearable!"

"Kitten-soft," said the manufacturer.

"Then they won't wash satisfactorily."

"Always come out like new," barked the manufacturer. "Permanent colors, lasting texture and shape."

"Or you'll weasel the guarantee," added our man, doubtingly.

"Unconditional!" snapped the manufacturer.

"What's the catch?"

"No catch, no secret!" said the manufacturer happily. "68 filaments of DuPont nylon per inch, throughout the sock. Woven so closely, they make most ordinary socks look like they're three-quarters air, by comparison! Styled by one of the world's great sock designers — for perfect proportion and fit. The yarn is guaranteed to be practically indestructible, in normal use. That "normal use" simply means regular ordinary wear — don't burn holes in them deliberately, or try to cut them with a scissors or razor."

We still had to be shown. So we got samples. And we wore them. And wore them. And machine washed them. And Laundromatted them. And tortured them. Like wearing one pair for a week straight — till we thought they'd drown in sweat. Then we washed them — with no sweat! They looked and felt like new. The socks didn't surrender. We did. They're for real — and forever!

So here they are. The forever socks. All black, or in a 6-pair assortment of smart solid colors to complement any wardrobe, 2 pair black, 2 charcoal, 1 navy, 1 loden. Ankle length, with elastic tops for snug fit. Or new executive length (over the calf). Both styles fit any size 9½ to 13.

6 PAIR ONLY $7.98

If you've got a slow laundry (or grown-up kids), take us up on our discount dozen offer . . . 12 pair — only $14.98. Same assortment (only doubled) . . . same forever guarantee! If you prefer the higher executive length, get 3 pair for $4.98, 6 pair for $8.98, 12 pair for $16.50.

ORDER NOW. PROMPT DELIVERY GUARANTEED.

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JAY NORRIS CORP., 31 Hanse Ave., Dpt. ABK-2, Freeport, N.Y. 11520

Please rush me the following "Forever" Socks, as checked below:

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- ☐ 6 pair for $7.98 + 80¢ pstg. & hndlg.
- ☐ 12 pair for $14.98 + $1.40 pstg. & hndlg.

Check one: ☐ All Black ☐ Assortment

EXECUTIVE LENGTH:
- ☐ 3 pair $4.98 + 80¢ pstg. & hndlg.
- ☐ 6 pair $8.98 + 80¢ pstg. & hndlg.
- ☐ 12 pair for $16.50 + $1.40 pstg. & hndlg.

Check one: ☐ All Black ☐ Assortment

(N.Y. residents add sales tax)

Enclosed is ☐ check ☐ money order for $_____

Charge to my ☐ Master Charge (Minimum Charge $15.00)

Account #_____

Signature_____

*Name (print)*_____

*Address*_____

*City*_____ *State*_____ *Zip*_____

A few prizes we really prize.

We don't happen to think that television (or youth) is wasted on children.

In fact, NBC has long made it a practice to invest its children's specials with the same high qualities it applies to its adult specials.

The policy has not gone unnoticed. This year, for example, during a single month (February) highly-coveted awards were made to no fewer than four of our specials for youngsters:

☐ *"For the Love of Fred"—a charming puppet story about a caterpillar who doesn't know how to make a cocoon—received a Christopher Award for "affirmation of the highest values of the human spirit, artistic and technical proficiency."*

☐ *"The Inside World of Outer Space," a children's special in which two astronauts guided a 14-year-old visitor through Cape Kennedy, Fla. and the Manned Spacecraft Center at Houston, won an award from Ohio State's Institute for Education by Radio-Television.*

☐ *Another Ohio State Award was presented to "A Children's Festival at Lincoln Center," in which famous performers gave youngsters an inside look at the arts of ballet, puppetry, opera and makeup.*

☐ *Finally, the Freedoms Foundation at Valley Forge bestowed an Honor Certificate Award on "A Kid's Eye View of Washington," in which Art Linkletter led a group of youngsters on a sightseeing tour of the nation's capital.*

Today, in an era when children's programming is sometimes faulted (often justly) for not really meeting the education-entertainment needs of the young, we're especially proud of having received these four awards.

As we see it, today's youngsters aren't tomorrow's audience—they're *today's*. As such, they deserve all the prize-winning shows we can give them—*now*.

The NBC Television Network

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